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THE DEPARTMENT OF LANGUAGES

APPLIED LINGUISTICS IN ENGLISH PROGRAM

“IS THERE ANY RELATIONSHIP BETWEEN MULTIPLE INTELLIGENCES AND THE TEACHING-LEARNING PROCESS OF ENGLISH IN FIVE YEAR OLD CHILDREN AT EUGENIO ESPEJO MILITARY HIGH SCHOOL, SCHOOL YEAR 2006-2007”?

In Fulfillment

of the Requirements for the degree of
GRADUATE IN APPLIED LINGUISTICS

By

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DEDICATION

First of all to our God, the creator of the Universe and who allows all of us to live in this paradise and helped me to dedicate time to develop this project dedicated to the most important people in the world: the children.

To my parents and relatives who have guided me continuously in order to be better day after day and lead me to study for being a good professional.

To my wife and my daughters the main reason of my life, for their support and comprehension when I was absent in important dates and for many things that I couldn't give them because of my studies.

APPROVAL SHEET

Msc. Lillian Avalos and Lcdo. Miguel Ponce certify that the student Iza Espinoza Luis Alberto has concluded his thesis project titled "IS THERE ANY RELATIONSHIP BETWEEN MULTIPLE INTELLIGENCES AND THE TEACHING-LEARNING PROCESS OF ENGLISH IN FIVE YEAR OLD CHILDREN AT EUGENIO ESPEJO MILITARY HIGH SCHOOL, SCHOOL YEAR 2006-2007"? According to the plan approved in the department of Languages of the Army Polytechnic School. Consequently, having it in all its parts, it is authorized its presentation as a legal document in order to get the graduation degree.

Quito, October, 2006

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PART ONE:

1.1 PROBLEM SETTING:

Nowadays many students from Universities, High Schools, Elementary Schools and even professionals have been frustrated when they tried to learn English for this reason they don't want to listen to anything that relates with English and it is due to the way that their teachers taught them in the first basic grade, their teachers didn't motivate them to learn English or didn't apply the correct methodologies or techniques.

One of the most important aspects in teaching children to foreign language is motivation, because they don't know what it is, what it is for, why learn it, so the teacher must find the ways how to teach them.

Everybody has the wrong idea that the new teachers must teach the lower grades because they aren't difficult to teach, but if we analyze it we can conclude that if the best teachers or the most experts taught kinder or garden students, they wouldn't hate to learn English like nowadays happens.

Most of the methods are based on motivation, personality types, aptitudes, and attitudes. So I am going to take into account the methodologies in which the children could develop their Multiple Intelligences.

I have been working in First Basic Year during three years and I have realized that the main problems are cause of the low economical situation of the institution, teachers and parents, because Salinas is a tourist city which is visited only in the High Season and there aren't incomes in the rest of the year.

The authorities of the institution can't provide or update didactic material and high tech equipment that is used nowadays in teaching. The school has only 6 tape-recorders, which aren't working very well because they are some old, one TV that is used for all the personnel from the school and finally the school doesn't have an English lab.

The teachers can't major in English language because there aren't universities or colleges in the Peninsula that have careers in languages, teachers who want to major in languages have to travel to Guayaquil. Furthermore the teachers' salaries are low to attend to seminaries in training or to have access to Internet. So the teacher must try to improve his classes with his own resources.

Teachers have been teaching in the traditional way: with the Grammar translation Method, repetitive exercises, without extra pictures like flashcards posters, pictures on the wall, etc, only with the book and songs like "pollito: chicken, gallina: hen...", where the children have to repeat all the song to answer the correct thing or animal and all the time recurring to the native language.

1.2 PROBLEM FORMULATION

Is there any relationship between multiple intelligences and the teaching learning process of English in five year old at Eugenio Espejo Military high school, school year 2006-2007?

1.3 OBJECTIVES

1.3.1 GENERAL OBJECTIVE

To improve the teaching learning process in five-year-old children by using a Multiple Intelligences strategy in the children “Eugenio Espejo” Military High School.

1.3.2 SPECIFIC OBJECTIVES

To diagnose what happens in the teaching-learning process using the traditional methodologies.

To analyze the motivation and children learning with the traditional methodologies.

To apply the Multiple Intelligences Approach in the teaching-learning process

1.4 JUSTIFICATION

It is important that children learn English nowadays and maybe it's more important that students could start to have interest in learning this language, so in the beginning of their learning process they must be encouraged to learn English and in order to get this target we must use different kind of methodologies and techniques to make their first classes interesting and enjoyable, because children, who are motivated at the beginning, won't hate this subject when they will be in school, high school, university and in their professional or daily life, on the contrary they will be self motivated to continue learning it.

Once the project is finished , we can apply this kind of methodology with the students in the next years, because of it is based on scientific facts, also this project will motivate the rest of the teachers to make some critics that help to improve it every year or make another ones.

PART TWO:

2.1 Theoretical and Conceptual Focus

2.2 Structure:

THEORETICAL FRAME AND CONCEPTUAL FOUNDATION

2.2.1 THE MAIN LANGUAGE ACQUISITION THEORIES

It is important to review the most outstanding theories which have been proposed in the past and continue being proposed about language acquisition. Nowadays these theories have generally been the result of researches in majors disciplines like Psychology and Linguistics.

Language acquisition theories are classified according to “nurture” and “nature” distinction or on “empiricism” and “nativism”. According to empiricism all kind of knowledge comes from experience, ultimately from our interaction with the environment through our reasoning or senses. Empiricism, in this sense, can be contrasted to nativism, which holds that at least some knowledge is not acquired through interaction with the environment, but is genetically transmitted and innate. We can say that some theoreticians base their theories on environmental factors while others believe that it is the innate factors that determine the acquisition of language. It is, however, important to note that neither nurturists (environmentalists) disagree thoroughly with the naitivist (innate) ideas nor do nativists with the nurturist ideas. Only the weight they lay on the environmental and innate factors is relatively little or more.

Environmentalist theories of language acquisition hold that an organism’s nurture, or experience, are of more significance to

development than its or inborn contributions. Yet they do not completely reject the innate factors. Behaviorist and neo-behaviorist stimulus response learning theories (S-R for simplicity) are the best known examples; their effect has not been so little when we consider the present cognitive approach as an offshoot of behaviorism.

The nativist theories, on the other hand, assert that much of the capacity for language learning in human is “innate”. It is part of the genetic makeup of human species and is nearly independent of any particular experience, which may occur after birth. Thus, the nativists claim that language acquisition is innately determined and that we are born with a built-in device, which predisposes us to acquire language.

This mechanism predisposes us to a systematic perception of language around us. Eric Lenneberg (Brown, 1987:19)¹, in his attempt to explain language development in the child, assumed that language is a species-specific behavior and it is ‘biologically determined’. Another important point as regards the innatist account is that nativists do not deny the importance of environmental stimuli, but they say language acquisition cannot be accounted for on the basis of environmental factors only. There must be some innate guide to achieve this end. In the next Table, a classification around the nurture/nature distinction has been made.

¹Brown, H.D. 1987. Principles of Language Learning and Teaching New Jersey: Prentice Hall, Hall.

	THEORIES OF LANGUAGE ACQUISITION (BOTH L1 AND L2)	Some of the resulting Foreign/Second Language Teaching Methods
<p>THEORIES BASED ON "NURTURE" (environmental factors are believed to be more dominant in language acquisition)</p>	<ul style="list-style-type: none"> - Bakhtin`s theory of Polyphony or Dialogs - Vigotsky`s zone of Proximal Development - Skinner`s Verbal Behavior - Piaget`s View of Language Acquisition - The Competition Model - Cognitive Theory: Language Acquisition View - Discourse Theory - The Speech Act Theory - The Acculturation Model - Accommodation Theory - The variable Competence - The Interactionist View of Language Acquisition - The Connectionist Model 	<p>Audio-lingual Method</p> <p>Community Language Learning</p> <p>Communicative Approach</p> <p>Others</p>
<p>THEORIES BASED ON "NATURE" (innate factors are believed to be more dominant in language acquisition)</p>	<ul style="list-style-type: none"> - A Neurofunctional Theory of Language Acquisition - The Universal Grammar Theory - Fodor`s Modular Approach - The Monitor Model 	<p>Winitz`s Comprehension Approach</p> <p>The natural Approach</p>

Classification of Language Acquisition Theories around "Nurture and Nature Distinction

2.2.1.1 THEORIES OF LANGUAGE ACQUISITION

All theories must be considered in both L1 (mother tongue) and L2 (foreign language) acquisition even though certain theories presented here have resulted from second language acquisition (SLA) studies, and have been influenced especially by linguistic and psychological schools of thought. Thus, they have given relatively changing weights on different factors in approaching the acquisition process as can be seen in the following subsections.

2.2.1.1.1 VIGOTSKY`S ZONE OF PROXIMAL DEVELOPMENT

Vigotsky`s behaviorist point of view is simply that social interaction plays an important role in the learning process. He places an emphasis on the role of “shared language” or social interaction in the development of thought and language².

Two developmental levels determine the learning process: *egocentricity* and *interaction*. For instance children mostly choose to remain silent or speak less on their own (less egocentric speech) when they are alone. However, they prefer to speak to other children when they play games with them (more egocentric speech). The difference between these two types of development forms has been called “Zone of Proximal Development”. This zone refers to the distance between the actual developmental

²Vygotsky, L.S. 1962. Thought and Language. Cambridge, Massachusetts: The M.I.T.

level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in cooperation with more capable friends of the child. Children first need to be exposed to social interaction that will eventually enable them build their inner resources.

As for the drawbacks of the views proposed by Vygotsky, it is not clear what Vygotsky meant by inner resources. He suggests that egocentric speech is social and helps children interact with others. Speech is influenced by the presence of other people. Society and other people are important factors helping children to acquire language.

In conclusion, Vygotsky contends that language is the key to all development and words play a central part not only in the development of thought but also in the growth of cognition as a whole. Within this framework, child language development, thus acquisition, can be viewed as the result of social interaction.

2.2.1.1.2 SKINNER'S VERBAL BEHAVIOR

Behaviorist view of language acquisition simply claims that language development is the result of a set of habits. This view has normally been influenced by the general theory of learning described by the psychologist John B. Watson in 1923, and termed behaviorism. Behaviorism denies nativist accounts of innate knowledge as they are viewed as inherently irrational and thus unscientific. Knowledge is the product of interaction with the environment through stimulus-response conditioning.

Broadly speaking, stimulus (ST) –response (RE) learning works as follows. An event in the environment (the unconditioned stimulus, or UST) brings out an unconditioned response (URE) from an organism capable of learning. That response is then followed by another event appealing to the organism. That is, the organism's response is positively reinforced (PRE). If the sequence UST-→ URE → PRE recurs a sufficient number of times, the organism will learn how to associate its response to the stimulus with the reinforcement (CST). This will consequently cause the organism to give the same response when it confronts with the same stimulus. In this way, the response becomes a conditioned response (CRE). The most risky part of the behaviorist view is perhaps the idea that all language forms take place by forming habits. When language acquisition is taken into consideration, the theory claims that both L1 and L2 acquirers receive linguistic input from speakers in their environment, and positive reinforcement for their correctly repetitions and imitations. As mentioned above, when language learners' responses are reinforced positively, they acquire the language relatively easily. Chomsky has strictly criticized these claims³. He asserts that there is "neither empirical evidence nor any known argument to support any specific claim about the relative importance

³Chomsky, N.1959. "A Review of B.F. Skinner's Verbal Behavior" Language. Vol.45

of feedback from the environment". Therefore, it would be unwise to claim that the sequence UST → URE → PRE and imitation can account for the process of language acquisition. What is more, the theory overlooks the speaker (internal) factors in this process. The behaviorists see errors as first language habits interfering with the acquisition of second language habits. If there are similarities between the two languages, the language learners will acquire the target structures easily. If there are differences, acquisition will be more difficult. This approach is known as the contrastive analysis hypothesis (CAH). According to the hypothesis, the differences between languages can be used to reveal and predict all errors and the data obtained can be used in foreign/second language teaching for promoting a better acquisition environment.

Lightbown and Spada (1993; 25) ⁴ note that:

"There is little doubt that a learner's first language influences the acquisition of second language. But the influence is not simply a matter of habits, but rather a systematic attempt by the learner to use knowledge already acquired in learning a new language".

This is another way of saying that mother tongue interference cannot entirely explain the difficulties that an L2 learner may face. It is true that there might be some influences resulting from L1, but research (Ellis, 1985; 29)⁵, has shown that not all errors predicted by CAH are

⁴Lightbown, P. and N. SPADA. 1993. How Languages are Learned. Oxford University Press

⁵Ellis, R. 1985. Understanding second Language Acquisition. Oxford: Oxford University Press

actually made. In brief, Skinner's view of language acquisition is a popular example of the nurturist ideas. Behaviorism, as known by most of us, was passively accepted by the influential Bloomfieldian structuralist school of linguistics and foreign/second language teaching – for instance, the Audio lingual Method or the Army Method. The theory and the resulting teaching methods failed due to the fact that imitation and simple S-R connections only cannot explain acquisition and provide a sound basis for language teaching methodology.

2.2.1.1.3 PIAGET'S VIEW LANGUAGE ACQUISITION

As biologist and psychologist, he studied the overall behavioral development in the human infant. However, his theory of development in children has striking implications as regards language acquisition.

Piaget views the human brain as a homogeneous computational system that examines different types of data via general information processing principles. He was one of those psychologists who view language acquisition as a case of general human learning. He was not suggested, however, that the development is not innate, but only that there is no specific language module. Piaget's view was then that the development (i.e., language acquisition) results mainly from external factors or social interactions. Piaget (cite in Brown, 1987: 47, Eysenck, 1990:51) outlined the course of intellectual developmental as follows:

- The sensory-motor stage from ages 0 to 2 (understanding the environment)
- The preoperational stage from ages 2 to 7 (understanding the symbols)

- The concrete operational stage from ages 7 to 11 (mental tasks with abstraction)

Piaget observes, for instance, that the pre-linguistic stage (birth to one year) is a determining period in the development of sensory-motor intelligence, when children are forming a sense of their physical identity in relation to the environment. Piaget, unlike Vigotsky, believes that egocentric speech on its own serves no function in language development.

2.2.1.1.4 COGNITIVE THEORY: THE LANGUAGE ACQUISITION VIEW

Based on Psychology, Piaget's work, holds that students can learn things when they are developmentally ready to do so since learning follows development, can be regarded as a starting point of the cognitivist ideas. Cognitive psychologists emphasized the importance of meaning, knowing and understanding. According to them, 'meaning' plays an important role in human learning. 'Learning' is a meaningful process of relating new events or items to already existing cognitive concepts" ⁶ (Brown, H.D. 1987:47); and it is thought to involve internal representations that guide performance. In the case of language acquisition, these

⁶Brown, H.D. 1987. Principles of Language and teaching New Jersey: Prentice Hall, Inc

.representations is based on language system and involve procedures for selecting appropriate vocabulary, grammatical rules, and pragmatic conventions governing language use.

David Ausubel (cited in Brown, 1987:80), started that adults learning a second language could profit from certain grammatical explanations , depending on (1) the suitability and efficiency of the explanation, (2) the teacher, (3) the context, and (4) other pedagogical variables. Though children do not deductive presentations of grammar and they do not have superior cognitive capacities, they acquire their mother tongue quite successfully.

In short, the cognitivists claim that language acquisition can be automatically attained. However, it is not clear how it will be automatized. And what L1 structures can be transferred to L2 are not clearly accounted for.

2.2.1.1.5 THE DISCOURSE THEORY

The discourse theory has resulted from a theory of language use. The theory emphasizes that language development should be viewed within the framework of how the learner discovers the meaning capacity of language by taking part in communication. The principles of the Discourse Theory focus on communicative competence which includes knowledge of the grammar and vocabulary, knowledge of rules of speaking, knowledge of how to use and respond to different types of

speech acts and social conventions, and knowledge of how to use language appropriately.

It is believed, according to discourse theorists, that language acquisition will successfully take place when language learners “know” how and when to use the language in various settings and when they have successfully “cognized” various forms of competence such as grammatical competence (lexis, morphology, syntax and phonology) and pragmatic competence (e.g. speech acts). A language learner needs to “know” conversational strategies to acquire the language. Halliday (cited) in Ellis, 1985: 259), for example, conducted a study on his own son’s first language acquisition experience and asserted that basic language functions arise out of interpersonal uses and social interaction.

Dwelling on the ideas above, first language acquisition notion of the theory is that children accomplish actions in the world and develop rules of language structure and use. Accordingly, in the case of L2 acquisition, language learners are encouraged to deal with accomplishing actions, which are thought to help them acquire the target language. The communicative Language Teaching (CLT) is the best known example of such a theory. In the communicative classes, students are expected to learn by doing (discovery learning) and expected to acquire the language through the PPP) presentation, practice and production) principle. It is another issue whether or not the CLT techniques promote L2 acquisition.

The discourse theory has a number of drawbacks. It overemphasizes the role of external factors in the process of language acquisition and gives little importance to internal learner strategies (i.e., innate processes). The Discourse Theory is similar to the behaviorist view of language acquisition in that environmental factors and input (or positive stimulus) are at the very center in attempting to explicate the acquisition process. The Discourse Theory is of course more sophisticated than the Skinner's views in accounting for the complex structure of communication. Yet it overstresses the role of "knowledge of competence and functions" in acquiring a language, and hence fails to notice universal principles that guide language acquisition.

2.2.1.1.6 THE SPEECH ACT THEORY

This theory holds that saying something is a way of doing something. In speech act theory, two kinds of meaning are seen in utterances. The first is the propositional meaning and the second is the illocutionary meaning. The former refers to the basic literal meaning of the utterance conveyed by the particular words or structures. The latter refers to the "effect" the spoken or written text has on the listener or reader. For instance the utterances including "threatening" or "apologizing" might have "presupposition" or "implicature" effects that listeners strive to figure out. It is, of course, normal for someone to use these utterances in his native language. The problem is how propositions and implicatures are acquired in first and second language.

2.2.1.1.7 THE UNIVERSAL GRAMMAR THEORY

Among L2 acquisition theories, the defenders of UG are not originally motivated to account for L2 acquisition, nor for first language (L1) acquisition. However, UG is more of an L1 acquisition theory rather than L2. It attempts to clarify the relatively quick acquisition of L1s on the basis of 'minimum exposure' to external input. The 'logical problem' of language acquisition, according to UG proponents, is that language learning would be impossible without 'universal language-specific knowledge' (Cook, 1991: 153; Bloor & Bloor: 244). The main reason behind this argument is the input data:

"...Language input is the evidence out of which the learner constructs knowledge of language -what goes into the brain. Such evidence can be either positive or negative. ...The positive evidence of the position of words in a few sentences the learner hears is sufficient to show how the rules of a language" ⁷.

The views support the idea that the external input may not account for language acquisition (Ellidokuzoglu, 1999.20) ⁸. Similarly, the Chomsky's view holds that the input is poor and deficient in two ways. First, the input is claimed to be 'degenerate' because it is damaged by performance features such as slips, hesitations or false starts. Accordingly, it is suggested that the input is not an adequate

⁷Cook, V. 1996. *Second Language Learning and Teaching*. London: Arnold.

⁸Ellidokuzoglu, H 1999. "The role of Innate Knowledge in Second Language Acquisition

base for language learning. Second, the input is devoid of grammar corrections. This means that the input does not normally contain 'negative evidence'; the knowledge from which the learner could exercise what is 'not' possible in a given language. As for L2 acquisition, however, the above question is not usually asked largely because of the frequent failure of L2 learners, who happen to be generally cognitively mature adults, in attaining native-like proficiency.

But why can't adults who have already acquired a L1, acquire a L2 thoroughly? Don't they have any help from UG? Or if they do, then. How much of UG is accessible in SLA? These and similar questions have divided researchers into three basic camps with respect to their approach to the problem:

Direct access - L2 acquisition is just like L1 acquisition. Language acquisition device (LAD) is involved.

No access - L2 learners use their general learning capacity.

Indirect access – Only that part of UG, which has been used in L1 acquisition, is used in L2 acquisition.

Proponents of UG, for example, believe that both children and adults utilize similar universal principles when acquiring a language; and LAD is still involved in the acquisition process. This view can be better understood in the following quote.

Advocates of UG approach working on second-language learning... argue that there is no reason to assume that language faculty atrophies with age. Most second language researchers who adopt the UG perspective assume that the principles and parameters of UG are still accessible to the adult learner.⁹

To support the view above, the acquisition of the third person “-s” can be given as an example. According to research (1999, Cook:21) both child L1 and L2 learners (e.g. Turkish learners of English) acquire the third person “-s” morpheme at a latter stage of their overall acquisition process and have a great difficulty in acquiring it when compared to other morphemes such as the plural morpheme “-s” or the progressive morpheme “ing”. This shows that such learners are somewhat affected by UG-based knowledge.

However, in the case of foreign/second language teaching it is very well known that the third person “-s” is taught at the very beginning of a second language learning program and presented in a great majority of textbooks as the first grammatical item.

Accordingly, Fodor’s view has some parallels with the UG Theory. Jerry Fodor studied the relationship between language and mind and his view that language is a modular process has important implications for a theory of language acquisition. The term modular is used to indicate that the brain is seen, unlike older views such as behaviorist view many modules of cells for a particular ability (for instance, the visual module). These modules, according to Fodor (1983:47), operate in isolation from other modules that they are not directly connected. The language

⁹Mclaughin, B. 1987. Theories of Second-language Learning. Great Britain: Edward Arnold

module, if we are to follow Fodor's ideas, is one of such modules. This modular separateness has been termed as "informational encapsulation" by Fodor. To put it simply, each module is open to specific type of data. In other words, modules are domain specific.

Basically, Fodor's arguments are somewhat similar to that of Chomsky or the proponents of UG Theory in that the external input per se may not account for language acquisition and that language acquisition is genetically predominated. Add to this, such a modular approach to language acquisition is totally different from the views of Piaget and Vigotsky who have laid the primary emphasis on the role of social or environmental factors in language development.

In the case of foreign/second language teaching, the common view is that inductive learning (teaching a language through hidden grammar or) leads to acquisition. However, dwelling on Fodor's views as discussed above, it is obvious that by learning something via discovery learning, students just improve their problem-solving skills, but not acquire a language.

As for the problems with Universal Grammar, it can be said that UG's particular aim to account for how language works. Yet UG proponents had to deal with acquisition to account for that language itself. "Acquisition part" is thus of secondary importance. A second drawback is that Chomsky studied only the core grammar of the English Language (syntax) and investigated a number of linguistic universals seems to be

the major problem. And he neglected the peripheral grammar, that is, language specific rules (i.e., rules of specific languages which cannot be generalized).

Thirdly, the primary function of language is communication, but it is discarded. The final and the most significant problem is a methodological one. Due to the fact that Chomsky is concerned only with describing and explaining 'competence', there can be little likelihood of SLA researchers carrying out empirical research.

In summary, UG has generated valuable predictions about the course of inter-language and the influence of the first language. Also, it has provided invaluable information regarding L2 teaching as to how L2 teachers (or educational linguists) should present vocabulary items and how they should view grammar. As Cook (1991:158) puts it, UG shows us that language teaching should deal with how vocabulary should be taught, not as tokens with isolated meanings but as items that play a part in the sentence saying what structures and words they may go with in the sentence. The evidence in support of UG, on the other hand, is not conclusive. If the language module that determines the success in L1 acquisition is proved to be accessible in L2 acquisition, L2 teaching methodologists and methods should study and account for how to trigger this language module and redesign their methodologies. The UG theory should, therefore, be studied in detail so as to endow us with a more educational and pedagogical basis for mother tongue and foreign language teaching.

2.2.1.1.8 THE MONITOR MODEL

Krashen's Monitor model is an example of the nativist theories. It is the basis of the Natural Approach, which is a comprehension –based approach to foreign and second Language teaching. It consists of five hypotheses as seen below:

1.1.1 9 The Acquisition –Learning Hypothesis

Krashen (1985), in his theory of second language acquisition (SLA) suggested that adults have two different ways of developing competence in second languages: Acquisition and Learning. 'Acquisition's a subconscious process identical in all important ways to the process children utilize in acquiring their first language, and 'learning' which is a conscious process that results in 'knowing about' the rules of language.

Krashen¹⁰ (1983) believes that the result of learning. Learned competence (LC) functions as a monitor or editor. That is, while AC is responsible for our fluent production of sentences, LC makes correction on these sentences either before or after their production. The way to develop learned competence is fairly easy: analyzing the grammar rules consciously and practicing them through exercises. But what Acquisition/learning Distinction Hypothesis predicts is that learning the grammar rules of a foreign/second language does not result in subconscious acquisition. The implication of the acquisition-learning

hypothesis is that we should balance class time between acquisition activities and learning exercises.

2.2.1.1.10 The Natural Order Hypothesis

The acquisition of grammatical structures proceeds in a predicted progression. Certain grammatical structures or morphemes are acquired before others in first language acquisition and there is a similar natural order in SLA: the implication of natural order is not that second or foreign language teaching materials should be arranged in accordance with this sequence but that acquisition is subconscious and free from conscious intervention.

2.2.1.1.11 The Input Hypothesis

This hypothesis relates to Acquisition, not to learning. Krashen¹¹ (1985:3) claims that people acquire language best by understanding input that is a little beyond their present level of competence. Consequently, Krashen believes that 'comprehensible input' (that is, $i+1$) should be provided. The 'input' should be relevant and 'not grammatically sequenced'. The foreign/second language teacher should always send meaningful messages, which are roughly tuned, and 'must' create opportunities for students to access $i+1$ structure to understand and express meaning. For instance, the teacher can lay more emphasis on listening and comprehension activities.

¹⁰Krashen, S. 1983. Principles and Practice in Second Language Acquisition.

¹¹Krashen, S. 1985. The Input Hypothesis. London: Longman

2.2.1.1.12 The Monitor Hypothesis

As seen before, second language adults' learners have two different ways of developing competence "internalizing" in second languages. Acquisition and Learning Acquisition is a subconscious and intuitive process identical in all important ways to the process children utilize in acquiring their first language, and 'learning'. Which is a conscious process that results in 'knowing about' the rules of language ". The 'monitor' is an aspect of this second process. It edits and makes alterations or corrections as they are consciously perceived.

Krashen (1985:5) believes that 'fluency' in second language performance is due to 'what we have acquired', not 'what we have learned': Adults should do as much acquiring as possible for the purpose of achieving communicative fluency. Therefore, the monitor should have only a minor role in the process of gaining communicative competence. Similarly, Krashen suggests three conditions for its use (1) there must be enough time; (2) the focus must be in form not on meaning; (3) the learner must know the rule. Students may monitor during written tasks (e.g., homework assignments) and preplanned speech, to some extent during speech. Learned knowledge enables students to read and list more so they acquire more.

2.2.1.1.13 The Affective Filter Hypothesis

The learner's emotional state, according to Krashen (1985:7), is just like an adjustable filter which freely passes or hinders input necessary to acquisition. In other words, input must be achieved in low-

anxiety context since acquirers with a low affective filter receive more input and interact with confidence. The filter is 'affective' because there are some factors which regulate its strength. These factors are self-confidence, motivation and anxiety state. The pedagogical goal in a foreign/second language class should thus not only include comprehensible input but also create an atmosphere that fosters a low affective filter.

2.2.2 METHODS IN LANGUAGE TEACHING

2.2.2.1 THE GRAMMAR TRANSLATION METHOD

Grammar translation was the offspring of German scholarship, the objectives of which, according to one of its less charitable critics, was "to know everything about something rather than the thing itself"¹². Grammar translation was in fact first known in the United States as the Prussian Method, the principal characteristics of the Grammar translation Method were these:

The goal of foreign language study is to learn a language in order to read literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study. "The first language is maintained as the reference system in the acquisition of the second language" (Stern 1983:455)¹².

2.2.2.2 THE DIRECT METHOD

Gouin had been one of the first of the nineteenth-century reformers to ¹²
Stern, H.H. 1983. *Fundamental Concepts of language Teaching*. Oxford: Oxford University Press

attempt to build a methodology around observation of child language learning. Other reformers toward the end of the century likewise turned their attention to naturalistic principles of language learning, and for this reason they are sometimes referred to as advocates of a natural “method”. In fact, at various times throughout the history of language teaching, attempts have been to make second language learning more like first language learning.

Among those tried to apply natural principles to language classes in the nineteenth century was L. Sauveur (1826-1907), who used intensive oral interaction in the target language, employing questions as a way of presenting and eliciting language. He opened a language school in Boston in the late 1860s, and his method soon became referred to as the Natural Method.

2.2.2.3 THE AUDIOLINGUAL METHOD

The Coleman Report in 1929 recommended a reading-base approach to foreign language teaching for use in American schools and colleges. This emphasized teaching the comprehension of texts. Teachers taught from books containing short readings passages in the foreign language, preceded by lists of vocabulary. Rapid silent reading was the goal, but in practice teachers often resorted to discussing the content of the passage in English. Those involved in the teaching of English as a second language in the United States between the world wars used either a modified Direct Method approach, a reading-based approach,

or a reading-oral approach (Darian 1972)¹³.

And who could work as interpreters, code-room assistants, and translators

2.2.2.4 TOTAL PHYSICAL RESPONSE

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach

language through physical (motor) activity. Developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedure proposed by Harold and Dorothy Palmer¹⁴ in 1925. In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels that adults should recapitulate the processes by which children acquire their native language.

Asher shares with the school of humanistic psychology a concern for the role of affective (emotional) factors in language learning. A method that is undemanding in terms of linguistic production and that involves game like movements reduces stress, he believes, and creates a positive mood in the learner, which facilitates learning.

¹³Darian S.G. 1972. English as a Foreign Language: History, Development, and Methods of Teaching. Norman: University of Oklahoma Press.

¹⁴Palmer. and D. Palmer. 1925. English through Actions. Reprint ed. London: Longman Green, 1959.

TPR reflects a grammar- based view of language. Asher states that “most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor”. He views the verb and particularly the verb in the imperative, as the central linguistic motif around which language use and learning are organized.

Asher sees a stimulus-response view as providing the learning theory underlying language teaching pedagogy, TPR can also be linked to the “trace theory” of memory in psychology(e.g. Katona 1940), which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Retracing can be done verbally (e.g. by rote repetition) and/or in association with motor activity. Combined tracing activities, such as verbal rehearsal accompanied by motor activity, hence increase the possibility of successful recall.

In addition, Asher has elaborated an account of what he feels facilitates or inhibits foreign language learning. For this dimension of his language theory he draws on the three rather influential learning hypotheses:

1. There exists a specific innate bio-program for language learning, which defines an optimal path for first and second language development.
2. Brain lateralization defines different learning functions in the left-and right-brain hemispheres.
3. Stress (an affective filter) intervenes between the act of learning and what is to be learned; the lower the stress, the greater the learning.

Asher's Total Physical Response¹⁸ is a "Natural Method" inasmuch as Asher sees first and second language learning as parallel processes. Asher sees these processes as central:

1. Children develop listening competence before they develop the ability to speak. At the early stages of first language acquisition, they can understand complex utterances that they cannot spontaneously produce or imitate.
2. Children's ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands.
3. Once a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

2.2.2.5 COMMUNITY LANGUAGE LEARNING

This method was developed by Charles A. Curran and his associates. Curran was a specialist in counseling and a professor of psychology at Loyola University, Chicago. His application of psychological counseling techniques to learning is known as Counseling-Learning. Community Language Learning represents the use of Counseling-Learning theory to teach languages. As the name indicates, CLL derives its primary insights, and indeed its organizing rationale, from Rogerian counseling (Rogers 1951)¹⁵. In

lay terms, counseling is one person giving advice, assistance, and support to another who has a problem or is in some way in need. Community Language Learning draws on the counseling metaphor to

¹⁵ Rodgers, C.R. 1951. Client-Centered Therapy. Boston: Houghton Mifflin

redefine the roles of the teacher (the counselor) and learners (the clients) in the language classroom. The basic procedures of CLL can thus be seen as derived from the counselor-client relationship.

2.2.2.6 SUGGESTOPEDIA

This method was developed by the Bulgarian psychiatrist-educator Georgi Lozanov. Suggestopedia or Desuggestopedia is a specific set of learning recommendations derived from Suggestology, which Lozanov describes as a “science...concerned with the systematic study of the non-rational and/or non-conscious influences” that human beings are constantly responding to (Stwevick 1976:42). Suggestopedia tries to harness these influences and redirect them so as to optimize learning. The most conspicuous characteristics of Suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher. The claims for Suggestopedic learning are dramatic. Lozanov acknowledges ties in tradition to yoga and Soviet psychology. From raja-yoga Lozanov has borrowed and modified to yoga techniques for altering stages of consciousness and concentration, and the use of rhythmic breathing. From Soviet psychology Lozanov has taken the notion that all students can be taught a given subject matter at the same level of skill.

Gaston (1968)¹⁶ define three functions of music in therapy: to facilitate the establishment and maintenance of personal relations; to bring about increased self-esteem through increased

¹⁶Gaston E. T. (ed.) 1968. Music in Therapy. New York: Macmillan

self-satisfaction in musical performance; and to use the unique potential of rhythm to energize and bring order.

2.2.2.7 WHOLE LANGUAGE

A group of U.S. educators concerned with the teaching of language arts created the term Whole Language in 1980s, that is reading and writing in native language. The teaching of reading and writing in the first language (often termed the teaching of literacy) is a very active educational enterprise worldwide, and, like the field of second language teaching. Has led to a number of different at times competing approaches and methodologies. One widespread the approach to both the teaching of reading and writing has focused on a “decoding” approach to language. By this meant a focus on teaching the separate components of language such as grammar, vocabulary, and word recognition, and in particular the teaching of phonics. Phonics is based on the theory that reading involves identifying letters and turning them into sounds. Other reading theories approach reading through skills. the Whole Language movement is strongly opposed to these approaches to teaching reading and writing and argues that language should be taught as a “whole” “If language isn’t kept whole, it isn’t language anymore” (Rigg 1991:522)¹⁷.

The Whole Language Approach emphasizes learning to read and write naturally with a focus on real communication and reading and writing for pleasure. In the 1990s it became popular in the United States as a motivating and innovative way of teaching language arts

¹⁷ Rigg, P. 1991. Whole Language in TESOL. TESOL Quarterly 25 (3): 521-542

skills to primary school children. In language teaching it shares a philosophical and instructional perspective.

2.2.2.8 MULTIPLE INTELLIGENCES

Multiple Intelligences refers to a learner-based philosophy that characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in education. Traditional IQ or intelligence tests are based on a test called the Stanford-Binet, founded on the idea that intelligence is a single, unchanged, inborn capacity. However, traditional IQ tests, while still given to most schoolchildren, are increasingly being challenged by the MI movement. MI is based on the work of Howard Gardner of the Harvard Graduate School of Education (Gardner 1993)¹⁸. Gardner notes that traditional IQ test measure only logic and language, yet the brain has other equally important types of intelligence. Gardner argues that all humans have these intelligences, but people, differ in the strengths and combinations of intelligences. He believes that all of them can be enhanced through training and practice. MI thus belongs to a group of instructional perspectives that focus on differences between learners and the need to recognize learner differences in teaching. Learners are viewed as possessing individual learning styles, preferences, or intelligences. Pedagogy is most successful when these learner differences are acknowledged, analyzed from particular groups of learners, and accommodated in teaching. In both general education and language teaching, a focus on

¹⁸Gardner, H. 1993. *Multiples Intelligences: The theory and Practice*. New York: Basic Books

individual differences has been a recurring theme in the last 30 or so years as seen in such movements or approaches as Individualized Instruction, Autonomous Learning, Learner Training, and Learner Strategies.

The Multiple Intelligences model shares a number of commonalities with these earlier proposals Gardner (1993) proposed a view of natural human talents that is labeled the “Multiple Intelligences Model”. This model is one of a variety of learning style models that have been proposed in general education and have subsequently been applied to language education (see, e.g., Christison 1998)¹⁹. Gardner claims that his view of intelligence(s) is culture-free and avoids the conceptual narrowness usually associated with traditional models of intelligence (e.g., the Intelligent Quotient [IQ] testing model). Gardner posits eight native intelligences which are described as follows:

1. Linguistic: the ability to use language in special and creative ways, which is something lawyers, writers, editors and interpreters are strong in.
2. Logical/mathematical: the ability to think rationally, often found with doctors, engineers, programmers, and scientists.¹⁹
3. Spatial: the ability to form mental models of the world, something architects, decorators, sculptors, and painters are good at.
4. Musical: good ear for music, as is strong in singers and composers.

¹⁹ Christison, M. 1998 Applying multiple intelligences theory in pre-service and in-service TEFL education programs. English Language Teaching Forum 36 (2) (April-June):2-13

5. Bodily/kinesthetic: having a well-coordinated body, something found in athletes and crafts persons.
6. Interpersonal: the ability to be able to work well with people, which is strong in sales people, politicians, and teachers.
7. Intrapersonal: the ability to understand oneself and apply one's talent successfully, which leads to happy and well-adjusted people in all areas of life.
8. Naturalistic: the ability to understand and organize the patterns of nature.

2.2.2.9 NEUROLINGUISTIC PROGRAMMING

Neurolinguistic programming (NLP) refers to a training philosophy and set of training techniques first developed by John Grindler and

Richard Bandler in the mid-1970s as an alternative form of therapy. Grindler (a psychologist) and Bandler (a student of linguistics) were interested in how people influence each other and in how the behaviors of very effective people could be duplicated. They were essentially interested in discovering how successful communicators achieved their success. They studied successful therapists and concluded that they “followed similar patterns in relating to their clients and in the language they used, and that they all held similar beliefs about themselves and what they were doing” (Revell and

Norman 1997:14). Grindler and Bandler²⁰ developed NLP as a system of techniques therapists could use in building rapport with clients, gathering information about their internal and external views of the

²⁰ Bandler, 1985. Using your Brain for a Change Moab, Utah: Real People Press

world, and helping them achieve goals and bring about personal change. They sought to fill what they perceived to be a gap in psychological thinking and practice of the early 1970s by developing a series of step-by-step procedures that would enable people to improve themselves:

NLP is a collection of techniques, patterns, and strategies for assisting effective communication, personal growth and change, and learning. It is based on a series of underlying assumptions about how the mind works and how people act and interact. (Revell and Norman 1997:14)

2.2.2.10 THE LEXICAL APPROACH

A lexical approach in language teaching refers to one derived from the belief that the building blocks of language learning and communication are not grammar, functions, notions, or some other unit of planning and teaching but lexis, that is, words and word combinations. Lexical approaches in language teaching

beliefs reflect the centrality of the lexicon to language structure, second language learning, and language use, and in particular to multiword lexical units or “chunks” that are learned and used as single items. Linguistic theory has also been recognizing a more central role for vocabulary in linguistic description. Formal transformational/generative linguistics, which previously took syntax as the primary focus, now gives more central attention to the lexicon and how the lexicon is formatted, coded, and organized. Chomsky, the

father of contemporary studies in syntax, has recently adopted a “lexicon-is-prime” position in his Minimalist Linguistic theory.

The role of lexical units has been stressed in both first and second language acquisition research. These have been referred to by many different labels, including “holophrases” (Corder 1973)²¹, prefabricated patterns” (Hakuta 1974), “gambits” (Keller 1979), “speech formulae” (Peters 1983)²², and “lexical stems” (Pawley and Syder 1983). Several approaches to language learning have been proposed that view vocabulary and lexical units as central in learning and teaching. These include the lexical Syllabus (Willis 1990), Lexical Phrases and Language Teaching (Nattinger and DeCarrico 1992) and the Lexical Approach (Lewis 1993).

1.2.11 COMPETENCE-BASED LANGUAGE TEACHING

Competence Based Education (CBE by comparison is an educational movement that focuses on the outcomes or outputs of learning in the development of language programs. CBE addresses what the learners are expected to do with the language, however they learned to do it. The focus on outputs rather than on inputs to learning is central to the competencies perspective. CBE emerged in the United States in the 1970s and refers to an educational movement that advocates defining educational goals in terms of precise measurable descriptions of the knowledge, skills, and behaviors students should possess at the end of a course of study.

²¹ Corder, P 1973. *Introducing Applied Linguistics*. Baltimore: Penguins Books.

²² Peters, A. 1983. *The units of Language Acquisition*. Cambridge: Cambridge University Press.

2.2.2.12 COMMUNICATIVE LANGUAGE TEACHING

In situational Language Teaching, language was taught by practicing basic structures in meaningful situations-based activities. But just as the linguistic theory underlying Audiolingualism was rejected in the United States in the mid-1960s, British applied linguists began to call into question the theoretical assumptions underlying Situational Language Teaching:

This was partly a response to the sorts of criticisms the prominent American linguist Noam Chomsky had level at structural linguistic theory in his now-classic book *Syntactic Structures* (1957). Chomsky had demonstrated that the current standard structural theories of language were incapable of accounting for the fundamental characteristic of language the creativity and uniqueness of individual sentences. British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in approaches to language teaching at that time the functional and communicative potential of language. They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures. Scholars who advocated this view of language, such as Christopher Candlin and Henry Widdowson²³, they drew on the work of British functional linguists (e.g. John Firth, M.A.K. Halliday)²⁴, American work in sociolinguists (e.g., Dell Hymes, John Gumperz, and William Labov), as well as work in philosophy (e.g., John Austin and John Searle).

²³Widdowsow, H.G. 1978. *Teaching Language as Communication*. Oxford: Oxford University Press.

²⁴Halliday, M.A.K. *Language as Social Semiotic*. London. Edward Arnold

2.2.2.13 THE NATURAL APPROACH

The Natural Approach was an attempt of Tracy Terrell to develop a language teaching proposal that incorporated the “naturalistic” principles researchers has identified in studies of second language acquisition. The Natural Approach grew out of Terrell`s experiences teaching Spanish classes, although it has also been used in elementary-to advanced level classes and with several other languages. At the same time, he joined forces with Stephen Krashen, an applied linguist at the University of Southern California,

in elaborating a theoretical rationale for the Natural Approach, drawing on Krashen`s influential theory of second language acquisition. Krashen and Terrel combined statement of the principles and practices of the Natural Approach appeared in their book

Natural Approach, published in 1983. The Natural Approach attracted a wider interest than some of the other innovative language teaching proposals discussed in this book, largely because of its support by Krashen. Krashen and Terre`s book contains theoretical sections prepared by Krashen that outline his views on second language acquisition (Krashen 1981; 1982), and sections on implementation and classroom procedures, prepared largely by Terrel. Krashen and Terrel identified the Natural Approach with what they call “traditional” approaches to language teaching. Traditional appeared are defined as “based on the use of language in communicative situations without recourse to the native language” -and, perhaps, needless to say,

without reference to grammatical analysis, grammatical drilling, or a particular theory of grammar. Krashen and Terrel noted that such

“approaches have been called natural, psychological, phonetic, new, reform, direct, analytic, imitative and so forth” (Krashen and Terrel 1983:9)²⁵.

2.2.2.14 CONTENT-BASED INSTRUCTION

Content – based Instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a definition: linguistic or other type of syllabus. Krahnke offers the following it is the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught. (Krahnke 1987:65)²⁶ the language that is being taught could be used to present subject matter and the students would learn the language as a by-product of learning about real-world content.

In most English as a foreign Language (EFL) classes for children, English is predominantly taught in isolation. The teaching-learning focus is primarily based on vocabulary, structures and patterns of English.

Recent language acquisition theory tells us that one way children “get hold” of a language is by using it to receive and produce messages with real meaning. So, using English in content-based activities will help children learn English.

²⁵ Krashen, S., and T.Terrel. 1983. *The Natural Approach: Language Acquisition in the Classroom*. Oxford: Pergamon

²⁶ Krahnke , K. 1987 *Approaches to Syllabus Design for Foreign Language Teaching*. New York: Prentice Hall

2.2.2.15 TASK-BASED LANGUAGE TEACHING

Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Some of its proponents (e.g., Willis 1996) present it as a logical development of Communicative Language teaching since it draws on several principles that formed part of the communicative language teaching movement from the 1980s.

Tasks are proposed as useful vehicles for applying these principles. Two early applications of a task-based approach within a communicative framework for language teaching were the Malaysian Communicational Syllabus (1975) and the Bangalore

Project (Beretta and Davis 1985)²⁷; Prabhu 1987; Beretta both of which were relatively short-lived. Carrying out tasks allow children to develop comprehension and production skills in a meaningful way, when students see the purpose of using the second language at the moment of performing a task they can learn better than just by repeating linguistics structures in isolation. One kind of meaningful task is the development of projects which are considered as a means by which students can apply in a practical way what they have learned.

²⁷ Beretta A., and A. Davies. 1985. Evaluation of the Bangalore Project. *English Language Teaching Journal* 30(2) 121-127.in the mid-1980s. SLA

2.2.3 MULTIPLE INTELLIGENCES APPROACH

2.2.3.1 THE THEORY OF MULTIPLE INTELLIGENCES

The Theory of Multiple Intelligences suggests that there are a number of distinct forms of intelligence that each individual possesses in varying degrees. Gardner proposes seven primary forms: linguistic, musical, logical-mathematical, spatial, body-kinesthetic, intrapersonal (e.g. insight, meta-cognition) and interpersonal (e.g., social skills).

According to Gardner, the implication of the theory is that learning/teaching should focus on the particular intelligences of each person. For example, if an individual has strong spatial or musical intelligences, they should be encouraged to develop these abilities. Gardner points out that the different intelligences represent not only different content domains but also learning modalities. A further implication of the theory is that assessment of abilities should measure all forms of intelligence, not just linguistic and logical-mathematical.

The theory of Multiple Intelligences has been focused mostly on child development although it applies to all ages. While is no direct empirical support for the theory. Gardner (1983)²⁸ presents evidence from many domains including biology, anthropology, and the creative arts and Gardner (1993a) discusses application of the theory to schools programs. Gardner (1982, 1993b) explore the implications of the

²⁸Gardner, Howard, FRAMES OF MIND: THE THEORY OF MULTIPLE INTELLIGENCES, NY: Basic Books, 1983

framework for creativity.

These multiple intelligences can be nurtured and strengthened or ignored and weakened. He believes each individual has seven intelligences:

- 1. Verbal-Linguistic Intelligence**—well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words.

Linguistic intelligence is the ability to use language to excite, please, convince, stimulate, or convey information. Poets exemplify this intelligence in its mature form. Children who enjoy playing with rhymes, who pun, who always have a funny story to tell, who quickly acquire other language –including sign language and who write copious notes to their friends in class exhibit linguistic intelligence.

When then children grow up they could be a: Novelist, Barrister, Actor, Orator, Comedian, Poet, Politician, Story-teller, Journalist, or Speech Writer.

- 2. Mathematical-Logical Intelligence**—this is the ability to explore patterns, categories and relationships by manipulating objects or symbols, and to experiment in a controlled, orderly way.

Logical/Mathematical Intelligence entails the ability to reason either deductively or inductively and to recognize and manipulate abstract patterns and relationships. Scientists, Mathematicians and philosophers all rely on this Intelligence.

So do the students who love sport statistics or who carefully analyze the components of problems either personal or school-related before systematically testing solutions.

When the children grow up they could be a: Mathematician, Accountant, Computer Programmer, Inventor, Writer, Counsellor, Spiritualist, Diarist, Artist, Psychologist, or Philosopher.

- 3. Musical Intelligence**—this is the ability to enjoy, performs or composes a musical piece. Musical/Rhythmic Intelligence includes sensitivity to pitch, timbre rhythm of sounds, as well as responsiveness to the motional implications of these elements. While composers and instrumentalists clearly exhibit this intelligence, so do the students who seem particularly caught by the birds singing outside the classroom window, or who constantly tap out intricate or irritating-rhythms on the desk with their pencils.

When the children grow up they could be a: Sound recordist, Morse Code operator, Musician, Instrument maker, Composer, Band Member, or Conductor Critic.

- 4. Visual-Spatial Intelligence**—this is the ability to perceive and mentally manipulate a form or object, and to perceive and create tension, balance and composition in a visual or spatial display.

Spatial Intelligence is the ability to create visual-spatial representations of the world and to transfer those representations either mentally or concretely. Well developed spatial capacities are needed for the work of the architects, sculptors and engineers. The students who turn first to the graphs, charts and

pictures in their textbooks, who like to “web” their ideas before writing a paper, and who fill the blank space around their notes with intricate patterns are also using their spatial intelligence.

When the children grow up they could be a: Surveyor, Urban Planner, Mechanic, Cartoonist, Interior Designer, Photographer, Web Designer, Architect, Explorer, Navigator, Curator, Chess Player, Fashion designer or Graphic Designer.

- 5. Bodily Kinesthetic Intelligence**—this is the ability to use fine and gross motor skills in sports, the performing arts, or arts and crafts production. Bodily intelligence involves using the body to solve problems, to create products, and to convey ideas and emotions.

Athletes, surgeons, dancers, choreographers and craft people all use bodily kinesthetic intelligence. The capacity is also evident in students who relish gym class and school dances, who prefer to carry out class projects by making models rather than writing reports and who pitch their crumpled papers with annoying accuracy and frequency into waste baskets across the room.

When the children grow up they could be a: Professional athlete, Watchmaker/jeweller, Circus performer, Dancer, Singer, Writer, Surgeon, Sculptor, Carpenter, Gymnast, Choreographer, Woodturner, Calligrapher or Artist.

- 6. Interpersonal Intelligence**—this is the ability to understand other people, to notice their goals, motivations, intentions, and to work effectively with them.

Teachers, parents, politicians, psychologists, and sales people, rely on interpersonal intelligence to carry out their work. Students exhibit this intelligence when they thrive on small-group, when they notice and react to the moods of their friends and classmates and when they actually convince the teacher of their need for extra time to complete the homework assignment.

When the children grow up they could be a: Teacher, Receptionist, Entrepreneur, Politician, Counsellor, Priest/minister/rabbi, Social worker, Salesperson, Ombudsman, Nurse, Manager or Anthropologist.

- 7. Intrapersonal Intelligence**—this is the ability to gain access to understand one's inner feelings, dreams and ideas intrapersonal intelligence is personal knowledge turned inward to the self, this form of intellect entails the ability to understand one's own emotions, goals and intentions.

Although is difficult to assess who has this capacity and to what degree, evidence can be sought in students' uses of their other intelligences – how well they seem be capitalizing on their strengths, how cognisant they are of their weaknesses and how thoughtful they are about the decisions and choices they make. The two personal intelligences are perhaps, the hardest to observe and at the same time, are the most important to success in any societal domain.

When the children grow up they could be a: Poet, Auto biographer, Doctor, Astronomer, Scientist, Lawyer, Economist or Detective.

Based on his study of many people from many different walks of life in everyday circumstances and professions, Gardner developed the theory of multiple intelligences. He performed interviews and brain research on hundred of people, including stroke victims, prodigies, autistic individuals, and so-called “idiot-savants”

According to Gardner;

- All human posses all seven intelligences in varying amounts,
- Each person has a different intellectual composition,
- We can improve education by addressing the multiple intelligences of our students.
- These intelligences are located in different areas of the brain and can either work independently or together,
- These intelligences may define the human species.

2.2.3.2 DEVELOPMENT OF THE “MULTIPLE INTELLIGENCES” THEORY

Multiple Intelligence theory has evolved and been embraced widely. After the publication of FRAMES OF MIND in 1983, Gardner became a celebrity among many teachers and school administrators. He has served as a consultant to a variety of school, districts. The multiple intelligences movement includes publishers, symposiums, Web sites. “how to” manuals, educational consultants. Gardner has written and published 18 books and hundreds of articles. Chief among them are: FRAMES OF MIND (1983) Introduced the theory of multiple intelligences, THE DISCIPLINE MIND; WHAT ALL STUDENTS SHOULD UNDERSTAND (1999) guide how to teach with a “multiple intelligence”

approach, INTELLIGENCE REFRAMED; MULTIPLE INTELLIGENCE FOR THE 21ST CENTURY (1999) evolution and revision of the theory of multiple intelligences.

Among the many prominent professors, teacher educators, consultants and expert teachers who have made valuable contributions to the field of multiple intelligences are: STEPHEN JAY GOULD²⁹; Vincent Astor Research Professor of Biology at NYU, ROBERT J. STERNBERG; IBM Professor of Psychology and Education at Yale University, CAROLYN CHAPMAN is a consultant and trainer, ELLEN WEBER³⁰; Director of Secondary Education at Houghton College.

2.2.3.3 DIFFERENCES BETWEEN THE TRADITIONAL INTELLIGENCE AND THE “MULTIPLE INTELLIGENCES” THEORY

Gardner’s multiple intelligence theory challenged traditional beliefs in the fields of education and cognitive science. According to a traditional definition, intelligence is a uniform cognitive capacity people are born with. This capacity can be easily measured by short-answer tests.

According to Howard Gardner³¹, intelligence is:

- The ability to create an effective product or offer a service that is valued in a culture;
- A set of skills that make it possible for a person to solve problems in life;

²⁹ Gould, Stephen Jay, THE MISMEASURE OF MAN. W.W, Norton, 1996

³⁰ Weber, Ellen CREATIVE LEARNING FROM INSIDE OUT. Vancouver Brit. Columbia: Ed Inc, 1995

³¹ Gardner, Howard, Mindy L. Kornhaber, and Warren K. Wake, INTELLIGENCE; MULTIPLE PERSPECTIVES, Harcourt Brace College Publishers

- The potential for finding or creating solutions for problems, which involves gathering new knowledge.

Many educators, researchers, students and parents have long rejected multiple choices testing as a measure of intelligence. Multiple intelligences theory has served as a rallying point for a reconsideration of the practice of the last century.

<u>Traditional view of “Intelligence”</u>	<u>“Multiple Intelligences” Theory</u>
<p>People are born with a fixed amount of intelligence.</p> <p>Intelligence level does not change over a lifetime.</p> <p>Intelligence consists of ability in logic and language.</p> <p>In traditional practice, teachers teach the same material to everyone.</p> <p>Teachers teach a topic or</p>	<p>Human beings have all of the intelligences, but each person has a unique combination, or profile.</p> <p>We can all improve each of the intelligences, though some people will improve more readily in one intelligence area than in others.</p> <p>There are many more types of intelligence which reflect different ways of interacting with the world.</p> <p>M.I. pedagogy implies that teachers teach and asses differently based on individual intellectual strengths and weaknesses.</p> <p>Teacher structure learning</p>

"subject"	activities around an issue or question and connect subjects. Teachers develop strategies that allow for students to understanding and value their uniqueness.
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2.2.3.4 MULTIPLES INTELLIGENCES IN THE CLASS

There are numerous ways to express oneself, and probably even more ways to gain knowledge and understand the universe. Individuals are capable, the multiple intelligences advocates, of deep understanding and mastery in the most profound areas of human experience. Even long before the theory emerged and was named in 1983 by Howard Gardner³², numerous teachers fostered their intelligences of their students.

Think of this way: J. K. Rowling, Richard Feynman, Lauryn Hill, Julian Schnabel, Ma Hamm, Colin Powell, Deepak Chopra, Jane Goodall, and Gary Larson are students on your seating chart.

- J.K. is writing the next Harry Potter adventure on scraps of paper.
- Richard is daydreaming the equations enabling a quantum computer.
- Lauryn softly hums the tunes for the sequel to "The Miseducation of Lauryn Hill".
- Julian has painted brilliant fall leaves on each windowpane.

³²Gardner, Howard MULTIPLE INTELLIGENCES; THE THEORY IN PRACTICE, NY; BasicBooks, 1983

- Ma can't wait to get to PE.
- Colin has organized the schools charity fund drive.
- Deepak provides in-class spiritual counselling.
- Jane adds a new animal to the class menagerie daily.
- Gary scrawls witty absurdities in the margins of his notebook.

The next time you have a chance to reflection on your class, imagine your students as individuals who have full realized and developed their intelligences.

2.2.3.5 BENEFITS OF THE MULTIPLE INTELLIGENCES APPROACH

1. You may come to regard intellectual ability more broadly. Drawing a picture, composing, or listening to music, watching a performance, these activities can be a vital door to learning as important as writing and math. Studies show that many students who perform poorly on traditional tests are turned on to learning when classroom experiences incorporate artistic, athletic, and musical activities.
2. You will provide opportunities for authentic learning based on your students needs, interests and talents, the multiple intelligence classroom acts like the "real" world; the author and the illustrator of a book are equally valuable creators. Students become more active, involved learners.
3. Parent and community involvement in your school may increase. This happens as students demonstrate work before panels and

audiences. Activities involving apprenticeship learning bring members of the community into the learning process.

4. Students will be able to demonstrate and share their strengths. Building strengths gives a student the motivation to be a “specialist”. This can be in turn lead to increased self-esteem.
5. When you “teach for understanding”, your students accumulate positive educational experiences and the capability for creating solutions to problems in life.

2.2.3.6 APPLICATION OF M. I. THEORY IN SOME SCHOOLS

Multiple Intelligences theory is being applied to classrooms in a variety of ways. Some schools districts hire “M. I. specialists “who help teachers develop curricula and provide suggestions on implementation. In other schools, teachers explore ways to build rich curricula sensitive to multiple intelligences. Curriculum directors support staff development efforts and system wide adoption of M. I. techniques.

Here we have five schools where M.I. theory and philosophy are being applied:

- **The Chariho Regional School District** located in Wood River Junction; Rhode Island supports a specially staffed M. I. program taught the district. M.I. specialist work with classroom teachers and co-create curricula and activities that address various learning styles. Students develop projects that allow them to express their understanding of a subject through several of their strongest intelligences.

- **The Key Learning Community** is a public magnet school of the Indianapolis Public School System. About twelve years ago seven teachers, headed by current principal Patricia Bolaños, banded together in a grassroots effort to create student-centred education. The school teaches toward student strengths and interests and provides children with the opportunity to develop all seven of their intelligences.
- **The Ross School** is an independent, co-educational middle and high school located in East Hampton, New York. It partners with corporations and universities who are interested in transforming traditional education into more relevant and accessible models. Gardner helps guide the schools faculty in their development of a curriculum that focuses on multiple intelligences.
- **Salstonstall School** is a science/technology school where the curriculum is designed by teachers, who put multiple intelligences theory at the heart of planning. Every child has daily opportunities to work in each of these areas of intelligence and they have opportunities to “show what they know” through a preferred intelligence, the school has a science Discovery Centre that is the main centre for enrichment.
- Students at **Banded Peak Elementary** in Alberta, Canada have created extension projects for a unit on light that involves many of the multiple intelligences. In addition to conducting science experiments, students made shadow puppets, wrote light dictionaries, and kept diaries to further explore their understanding of light.

2.3 Hypothesis System

2.3.1 Working Hypothesis

Applying the Multiple Intelligences Theory is going to improve the teaching-Learning process in n five year-old children in the “Eugenio Espejo” military high school, second term, 2006-2007.

2.3.1 Null hypothesis

Applying the Multiple Intelligences Theory is not going to improve the teaching-Learning process in five year-old children in the “Eugenio Espejo” military high school, second term, 2006-2007

2.3.2 Alternative hypothesis

Applying the Multiple Intelligences Theory is going to improve the different Intelligences more than the teaching-learning process in five year-old children in the “Eugenio Espejo” military high school, second term, 2006-2007

STRUCTURE OF THE RESEARCH PROJECT

PART THREE: METHODOLOGICAL DESIGN

3.1 Research and Design

This kind of project according to the objectives is going to be **Applied Research** because it is based in theoretical basements, is aimed to solve practical problems.

According to the place it is going to be **Research of Field** because it is made in the place where the facts are produced and the researcher takes advantage of the reality.

According to the Nature it is going to be **Action Research** because it is going to guide to make changes in the teaching learning process, the researcher helps to solve specific problems like facilitator, but the decisions takes in this case the authorities.

3.2 Population and sample

The children of the first basic grade are few so the population and the sample constitute the same, the pool is going to be applied for 48 children and in order to contrast he results, 5 English teachers are going to answer the questions of the pool.

3.3 Fielding

Because the population and the sample are the same, so it is considered that they are randomly chosen. The survey is going to have 10 (yes/no) questions for students and 10 (yes/no) questions for

teachers. In order to show the results a percentage figure (PIE) are going to be used. With the results we will confirm or deny the hypothesis.

3.4 Instruments for data collection

In order to collect information I used questionnaires for the teachers and for children. The questionnaire for teacher contains ten questions and the questionnaire for children contains eight questions.

3.5 Processing and Analysis

This process and analysis are contained in the graphical exposition of results in the page number sixty.

PART FOUR: ADMINISTRATIVE FRAME

4.1 Material Resources **\$ 596**

Equipment

This material is already available at the Military High School

- Tape recorder 02
- Television 02
- DVD 02

4.2 Human Competence

- Thesis advisors 2
- English and Spanish Teachers of the First Basic Year 4
of "Eugenio Espejo" Military School, both courses.
- Students of First Basic year, both courses. 48
- English Area coordinator. 1
- English Elementary school 10

4.3 Budget

This kind of project does not need a big budget because all the activities and things recommended in it are realized with materials that are asked to parents` children at the beginning of the school year. The equipment and the buildings are going to be the same. It is not necessary extra personnel. Some extra things can give the book sellers.

PART FOUR (WITHIN THE RESEARCH PROJECT)

4.1 Graphical exposition of results

Questions of the survey Applied to teachers of “Eugenio Espejo” Military Elementary School and First Basic Year students.

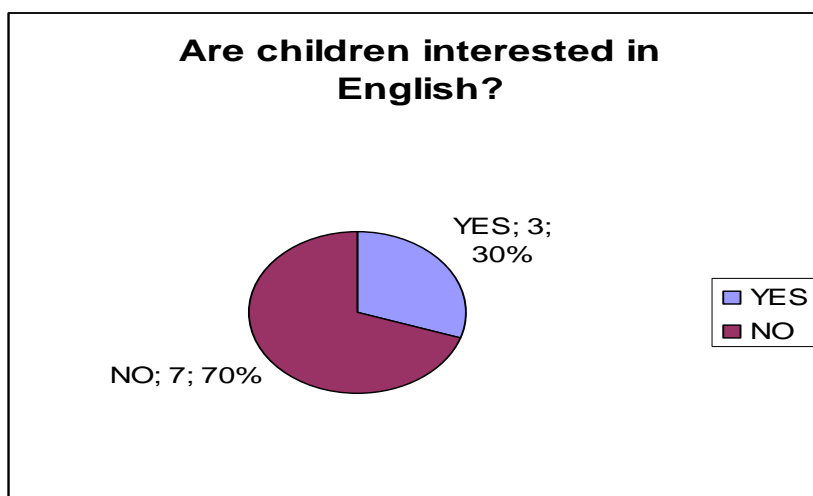
1. Are children interested in English in the First Basic Year?

Answers	Frequency	Percentage
YES NO	3 7	30% 70%
TOTAL	10	100%

Source: Survey: Applied to Teachers

Carried out by: Luis Iza

GRAPHIC PRESENTATION 1



Interpretation:

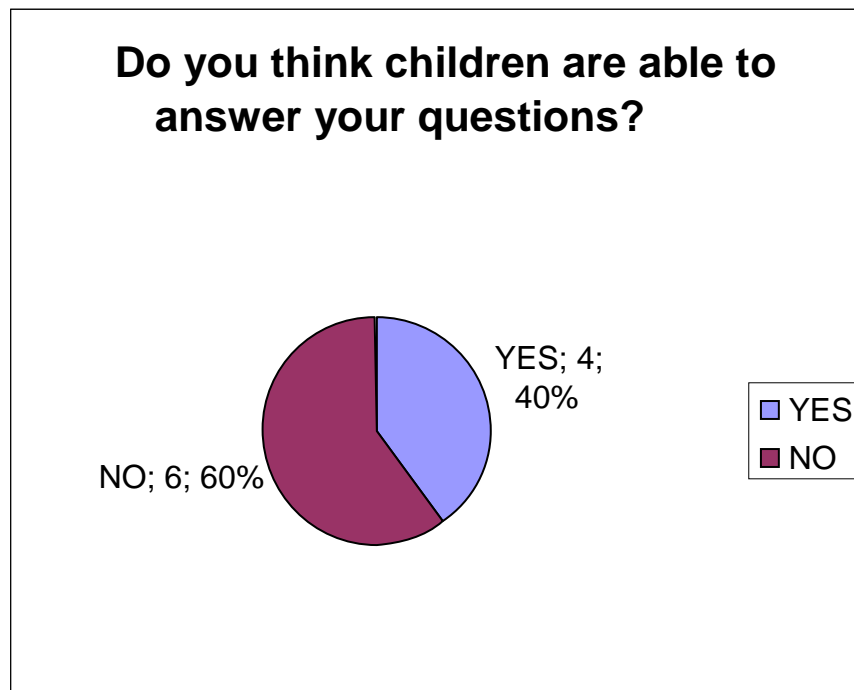
In this question we have that teachers answered NO the 70% percent, because they think that the traditional methodology isn't motivating, the activities are repetitive, the students get bored because there aren't alternative activities that allow children to be interested in English.

2. Do you think children are able to answer questions?

Answers	Frequency	Percentage
YES NO	4 6	40% 60%
TOTAL	10	100%

Source: Survey: Applied to Teachers
Carried out by: Luis Iza

GRAPHIC PRESENTATION 2



Interpretation:

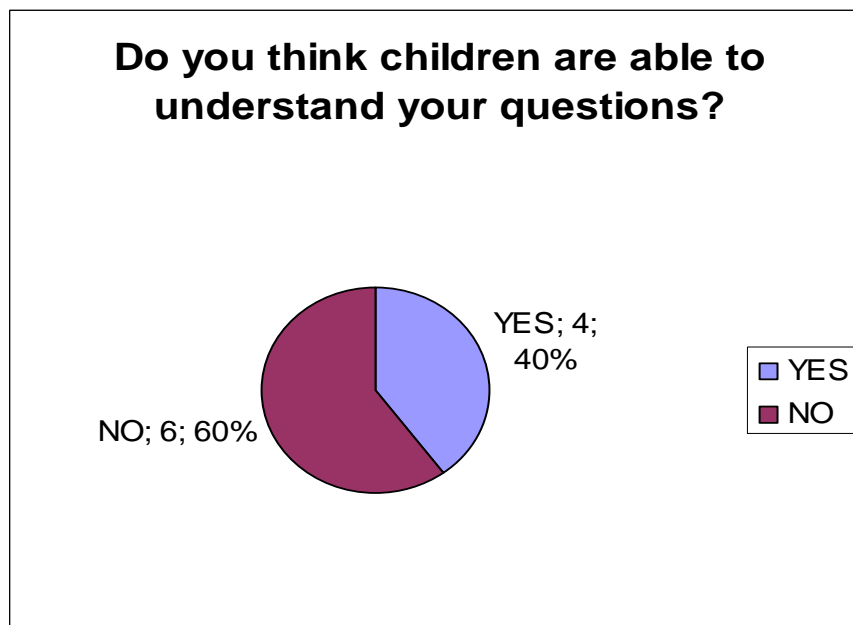
In this question the teachers answered NO the 60% of them so they said that because of the traditional methodology students aren't able to understand questions, so they aren't able to answer the questions, they only know only isolated words

3. Do you think children are able to understand your questions?

Answers	Frequency	Percentage
YES NO	4 6	40% 60%
TOTAL	10	100%

Source: Survey: Applied to Teachers
Carried out by: Luis Iza

GRAPHIC PRESENTATION 3



Interpretation:

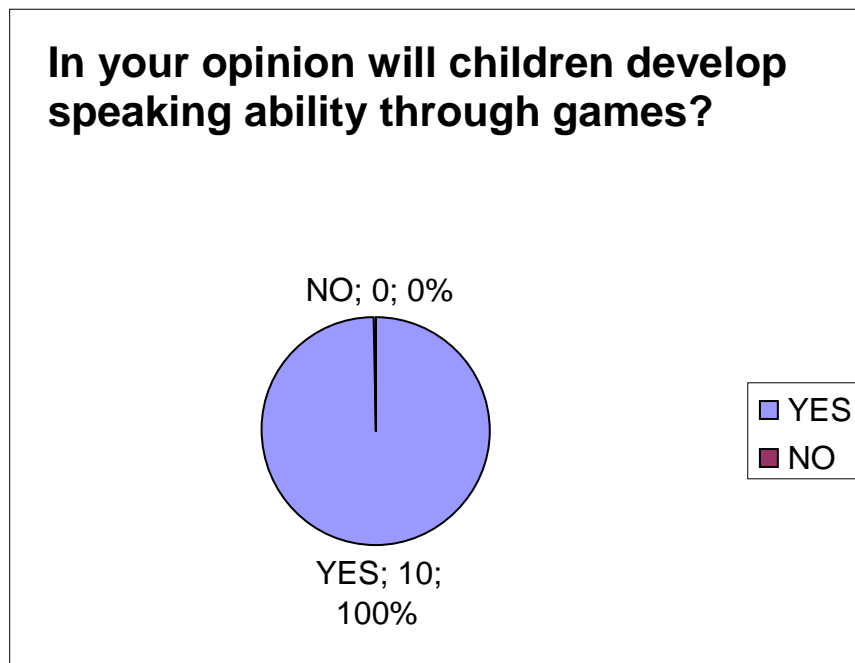
In this question the 60% of teachers answered that because of the traditional methodology students aren't able to understand questions, they understand only isolated words

4. In your opinion will the children develop speaking ability through games?

Answers	Frequency	Percentage
YES NO	10 0	100% 0%
TOTAL	10	100%

Source: Survey: Applied to Teachers
Carried out by: Luis Iza

GRAPHIC PRESENTATION 4



Interpretation:

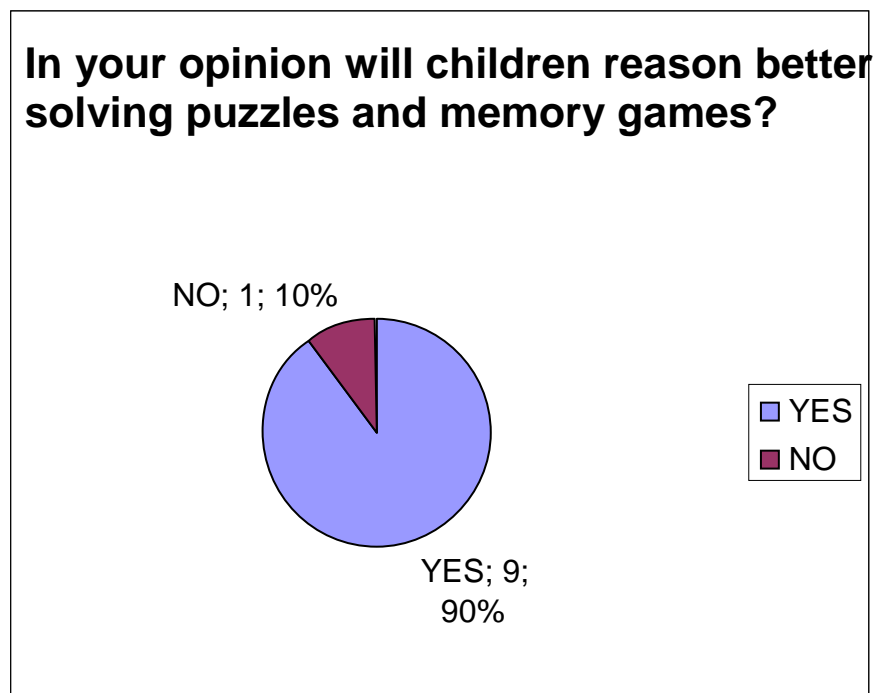
In this question the teachers totally the 100% agreed that students develop their speaking ability through games because they are obligated to learn rules, words, and short phrases to play games in English.

5. In your opinion will children reason better solving puzzles and memory games?

Answers	Frequency	Percentage
YES	9	90%
NO	1	10%
TOTAL	10	100%

Source: Survey: Applied to Teachers
Carried out by: Luis Iza

GRAPHIC PRESENTATION 5



Interpretation:

In this question the 90% of the teachers agree that children involved in problems solving and critical thinking activities like puzzles help them to reason better and learn easily

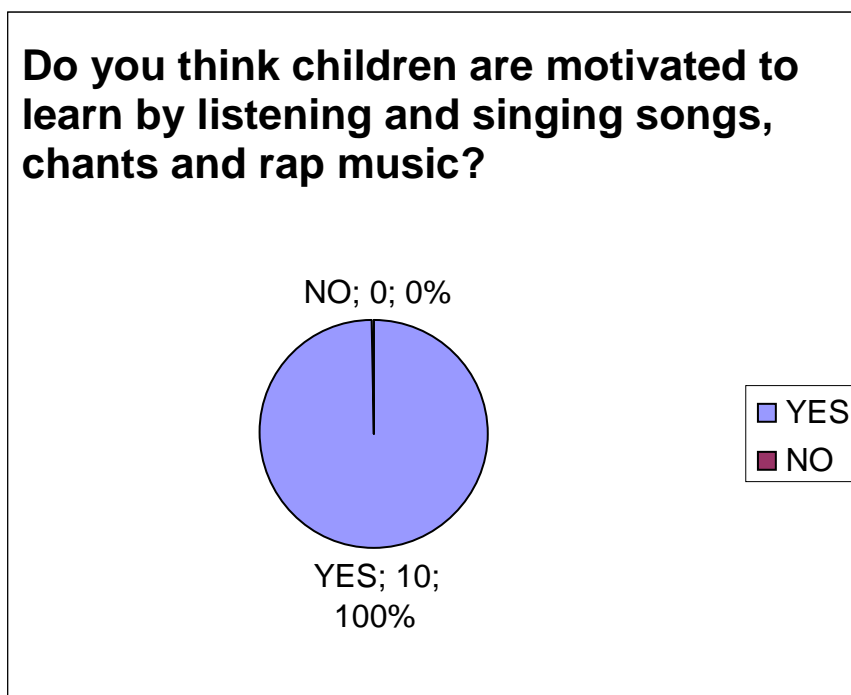
6. Do you think children are motivated to learn by listening and singing songs chants or rap music?

Answers	Frequency	Percentage
YES NO	10 0	100% 0%
TOTAL	10	100%

Source: Survey: Applied to Teachers

Carried out by: Luis Iza

GRAPHIC PRESENTATION 6



Interpretation:

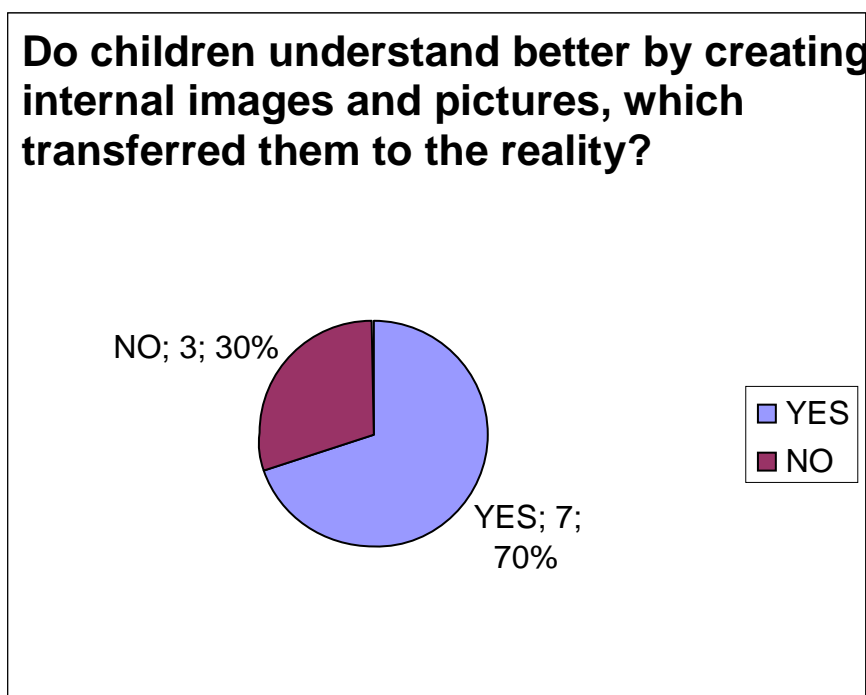
In this question the 90% of the teachers agreed that songs are easily memorable because they contain chunks of language that children can remember and use. Singing is a happy and stress free activity that will add to passive learning environment and also parents will enjoy hearing their children singing in English.

7. Do children learn better by creating internal images and pictures, which are transferred to the reality?

Answers	Frequency	Percentage
YES NO	7 3	70% 30%
TOTAL	10	100%

Source: Survey: Applied to Teachers
Carried out by: Luis Iza

GRAPHIC PRESENTATION 7



Interpretation:

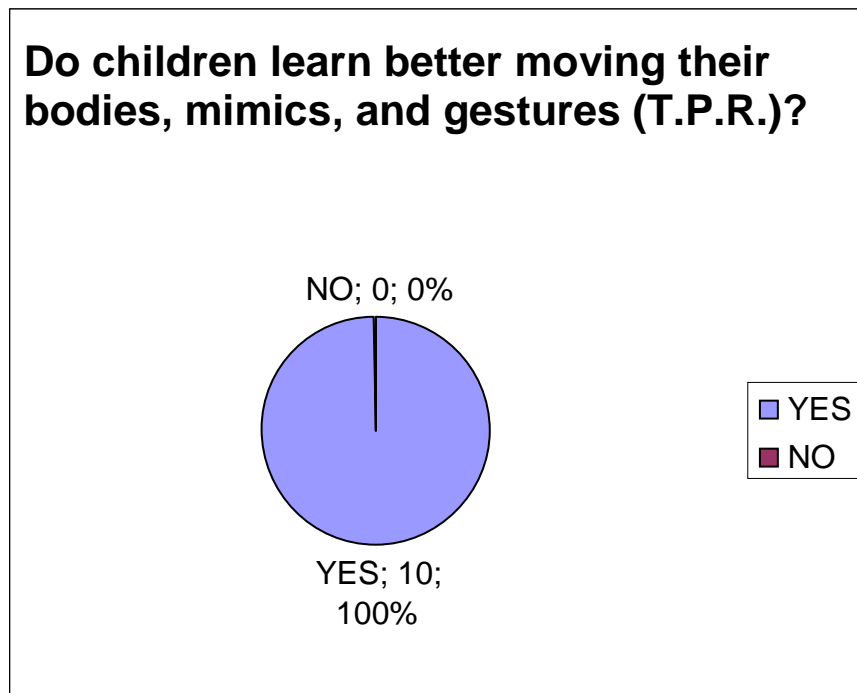
In this question the teachers convey in 70% that students visualize object and spatial dimensions and create internal images and pictures while they are drawing and coloring and consequently they learn faster and better.

8. Do children understand better moving their bodies, mimics and gestures (T.P.R.)?

Answers	Frequency	Percentage
YES NO	10 0	100% 0%
TOTAL	10	100%

Source: Survey: Applied to Teachers
Carried out by: Luis Iza

GRAPHIC PRESENTATION 8



Interpretation:

In this question all the teachers agreed that children enjoy doing TPR activities and integrated with other activities can be both highly motivating and linguistically purposeful. Many learners respond well to kinesthetic activities and they can genuinely serve as a memory aid.

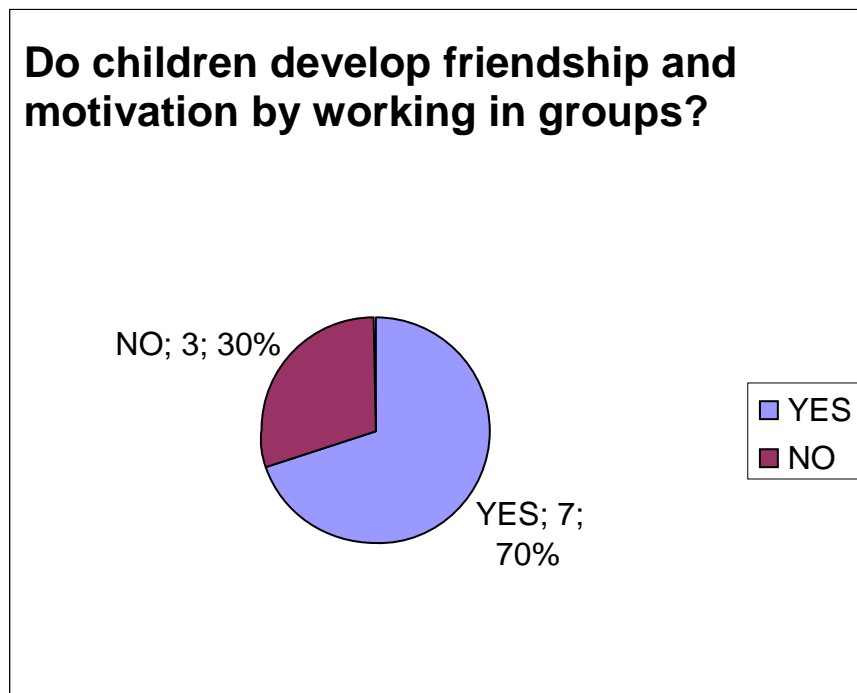
9. Do children develop friendship and motivation by working in groups?

Answers	Frequency	Percentage
YES NO	7 3	70% 30%
TOTAL	10	100%

Source: Survey: Applied to Teachers

Carried out by: Luis Iza

GRAPHIC PRESENTATION 9



Interpretation:

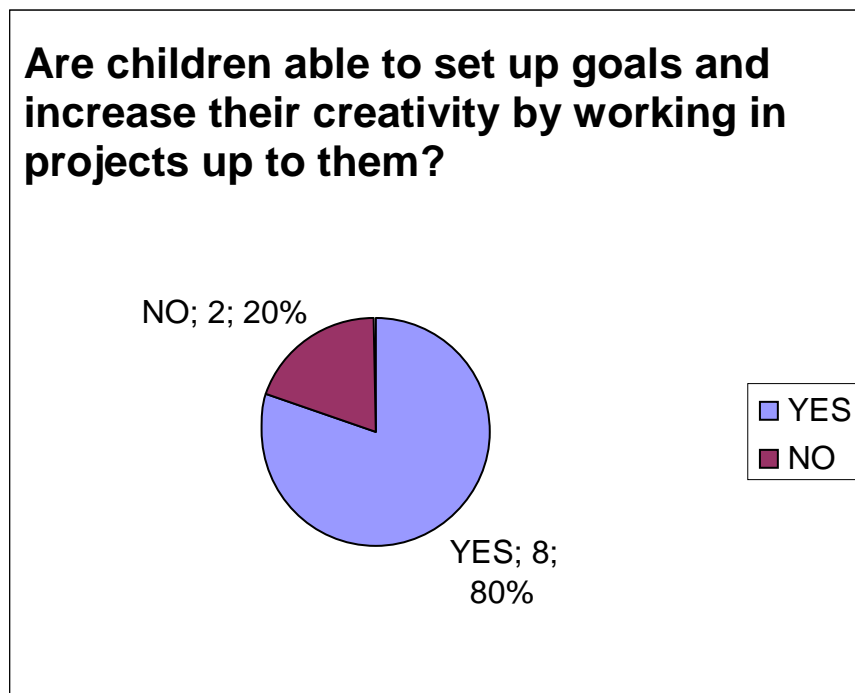
By experience the teachers convey in this question 70% that naturally children are eager to join group activities and they develop a good behavior in their relationships with others. Help them to understand good behavior by identifying all of the behaviors or by preparing an interpersonal intelligence expectation.

10. Are children able to set up goals and increase their creativity by working in projects up to them?

Answers	Frequency	Percentage
YES NO	8 2	80% 20%
TOTAL	10	100%

Source: Survey: Applied to Teachers
Carried out by: Luis Iza

GRAPHIC PRESENTATION 10



Interpretation:

In this question the teachers convey 80% that children are able to increase their creativity by working alone in projects and understand on one self to be of services of others to form and develop strengths, weaknesses, talents and interests, and use them to set goals.

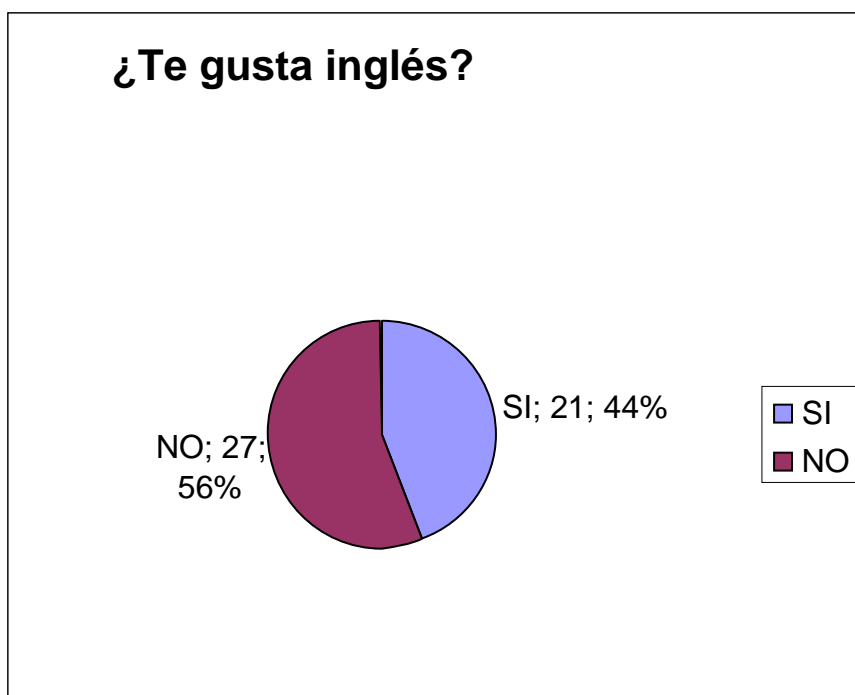
Questions of the survey Applied to students of “Eugenio Espejo” Military Elementary School, First Basic Year.

1. ¿Te gusta inglés?

Answers	Frequency	Percentage
YES NO	21 27	44% 56%
TOTAL	48	100%

Source: Survey: Applied to students
Carried out by: Luis Iza

GRAPHIC PRESENTATION 1



Interpretation:

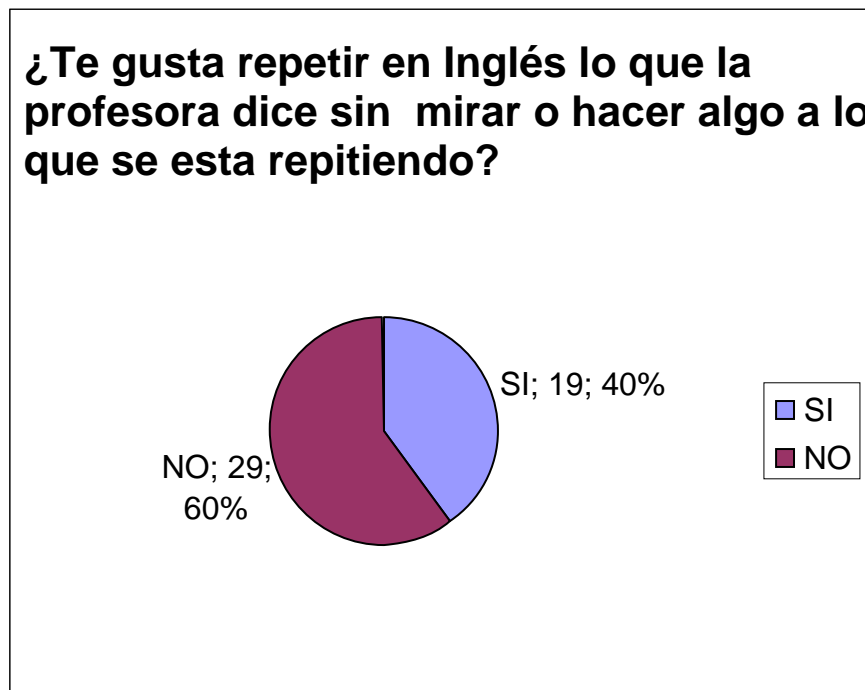
In this question we can realize that children answered 56% don't like English so they don't feel motivated in learning English and the cause is the traditional methodology that uses the teacher to teach them.

2. ¿Te gusta repetir en Inglés lo que la profesora dice sin mirar o hacer algo a lo que se esta repitiendo?

Answers	Frequency	Percentage
YES NO	19 29	40% 60%
TOTAL	48	100%

Source: Survey: Applied to students
Carried out by: Luis Iza

GRAPHIC PRESENTATION 2



Interpretation:

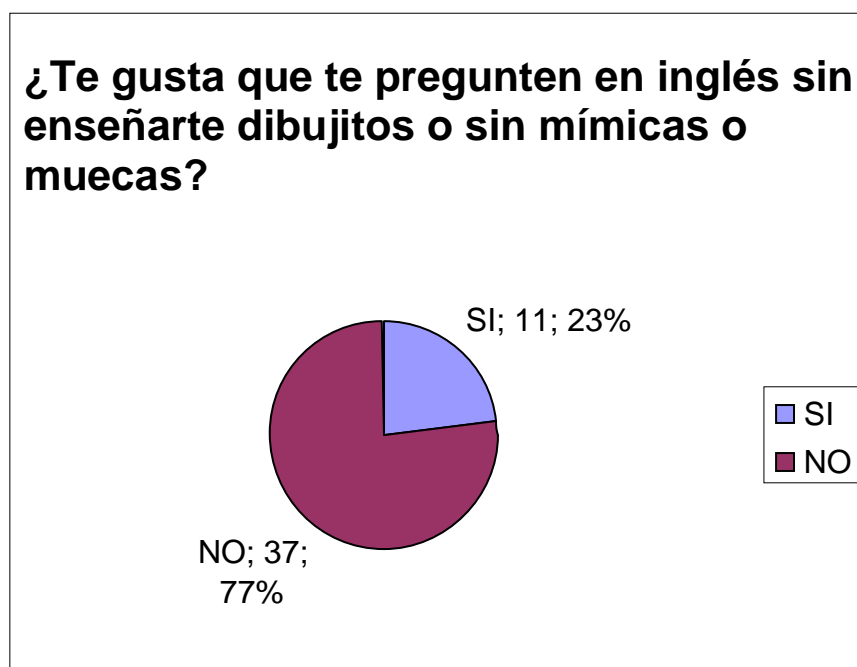
In this question again 60% agree they do not like traditional methodology applied to teach them don't like, because the traditional methodological applies repetitive trills without motivating to the visual or kinesthetic intelligence of the children so doing the learning more pleasant and faster.

3. ¿Te gusta que te pregunten en inglés sin enseñarte dibujitos o sin mímicas o muecas?

Answers	Frequency	Percentage
YES NO	11 37	23% 77%
TOTAL	48	100%

Source: Survey: Applied to students
Carried out by: Luis Iza

GRAPHIC PRESENTATION 3



Interpretation:

It is clear that 77% of the children prefer to see or make mimics while they are learning something and is more enjoyable, so it is necessary to apply new kind of methodology.

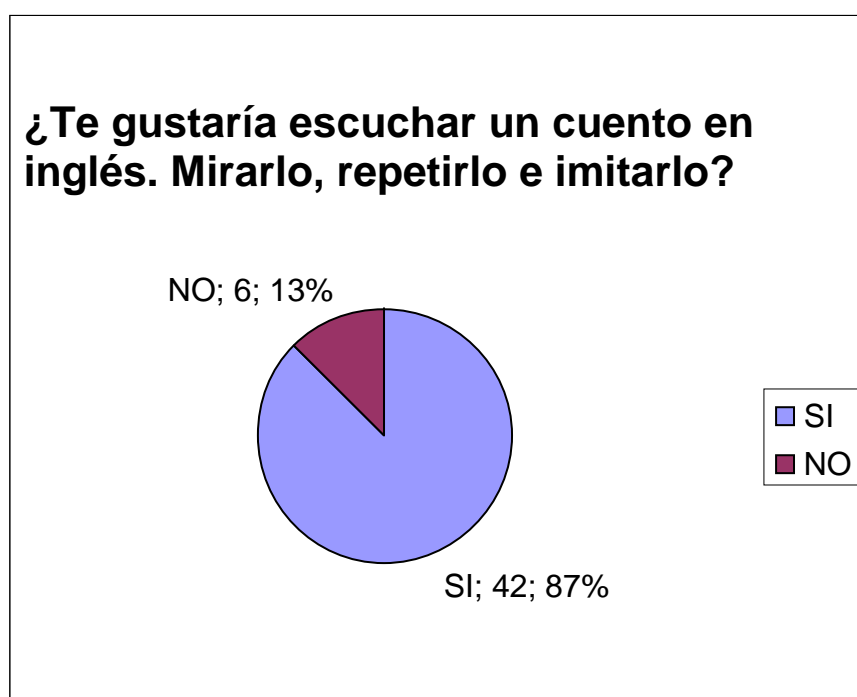
4. ¿Te gustaría escuchar un cuento, mirarlo, repetirlo e imitarlo en inglés?

Answers	Frequency	Percentage
YES NO	42 6	87% 13%
TOTAL	48	100%

Source: Survey: Applied to students

Carried out by: Luis Iza

GRAPHIC PRESENTATION 4



Interpretation:

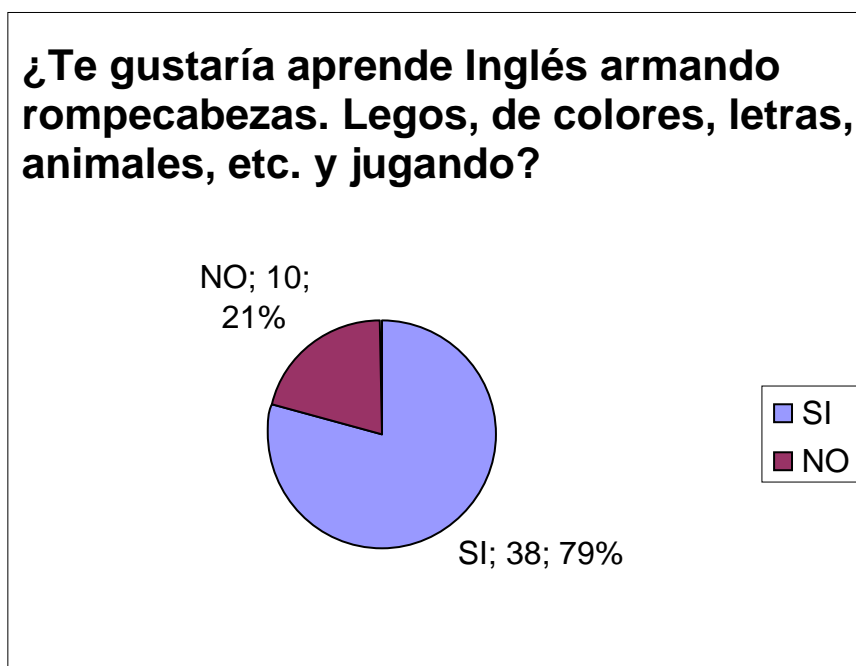
In this question 87% of children demonstrate that they would like to learn by acting, role plays.

5. ¿Te gustaría aprender inglés armando rompecabezas, legos de colores letras, animales, etc. y jugando?

Answers	Frequency	Percentage
YES	38	79%
NO	10	21%
TOTAL	48	100%

Source: Survey: Applied to students
Carried out by: Luis Iza

GRAPHIC PRESENTATION 5



Interpretation:

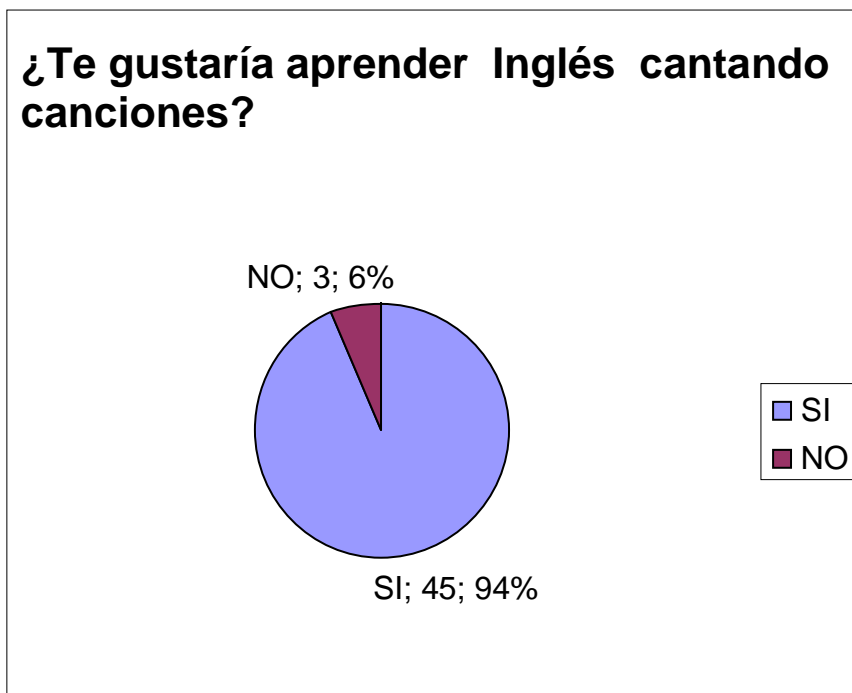
The 79% of answers of these questions demonstrate that children like challenges when learn something. They are interested in solving problems, discovering new things.

6. ¿Te gustaría aprender inglés cantando canciones?

Answers	Frequency	Percentage
YES NO	45 3	94% 6%
TOTAL	48	100%

Source: Survey: Applied to students
Carried out by: Luis Iza

GRAPHIC PRESENTATION 6



Interpretation:

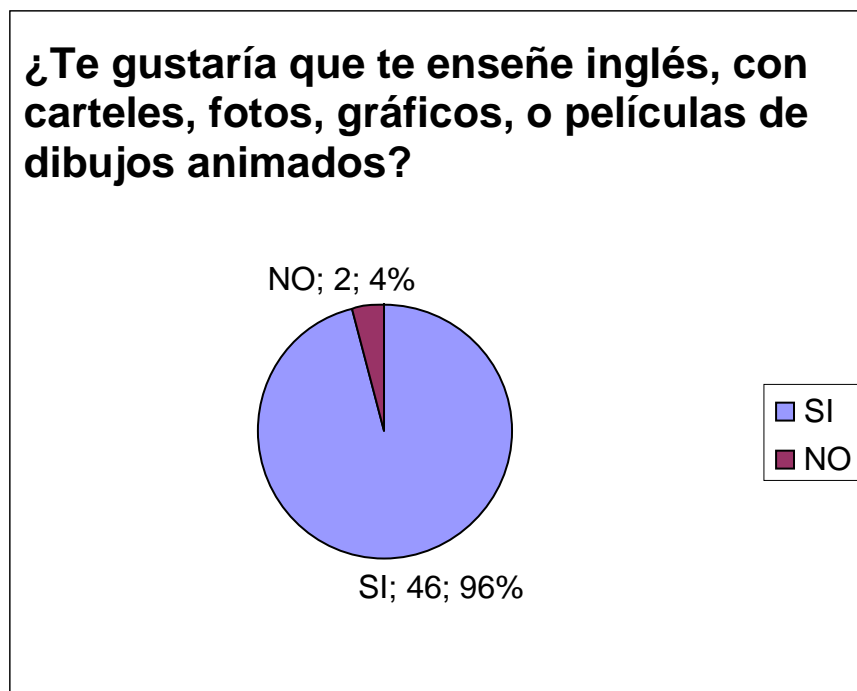
The 94% of children said that they do not only like to listen English songs but also they like to dance, to move or make mimics with them. They feel very happy and really enjoy listen English songs.

7. ¿Te gustaría que te enseñen inglés con carteles, fotos, gráficos, películas de dibujos animados?

Answers	Frequency	Percentage
YES NO	46 2	96% 4%
TOTAL	48	100%

Source: Survey: Applied to students
Carried out by: Luis Iza

GRAPHIC PRESENTATION 7



Interpretation:

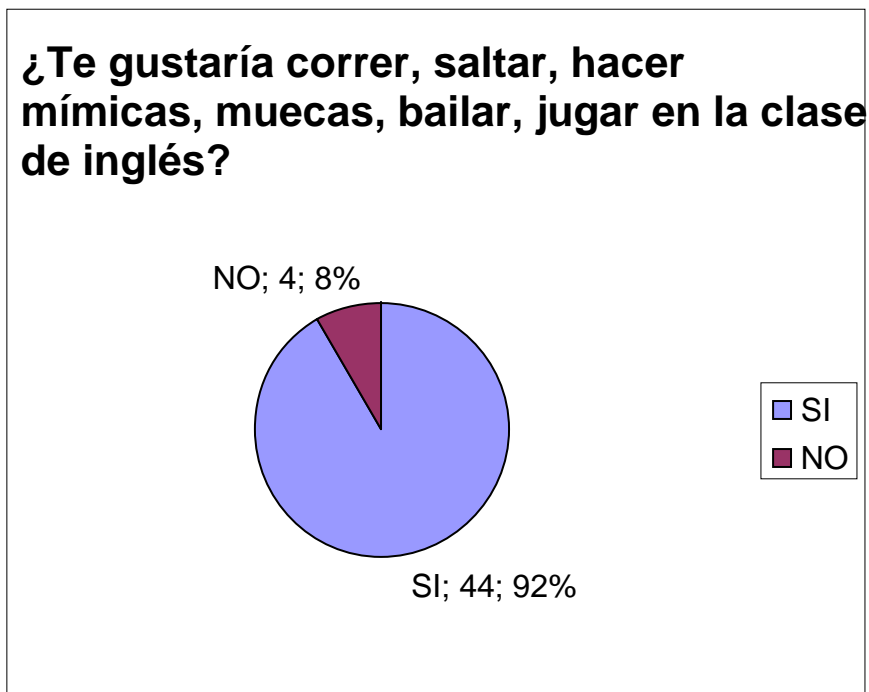
The 96% of children like a lot to watch animated movies, flashcards pictures, they said that they really like to work with this kind of material. So the traditional methodology doesn't apply motivating techniques.

8. ¿Te gustaría correr, saltar, hacer mímicas, muecas, bailar, jugar en la clase de inglés?

Answers	Frequency	Percentage
YES NO	44 4	92% 8%
TOTAL	48	100%

Source: Survey: Applied to students
Carried out by: Luis Iza

GRAPHIC PRESENTATION 8



Interpretation:

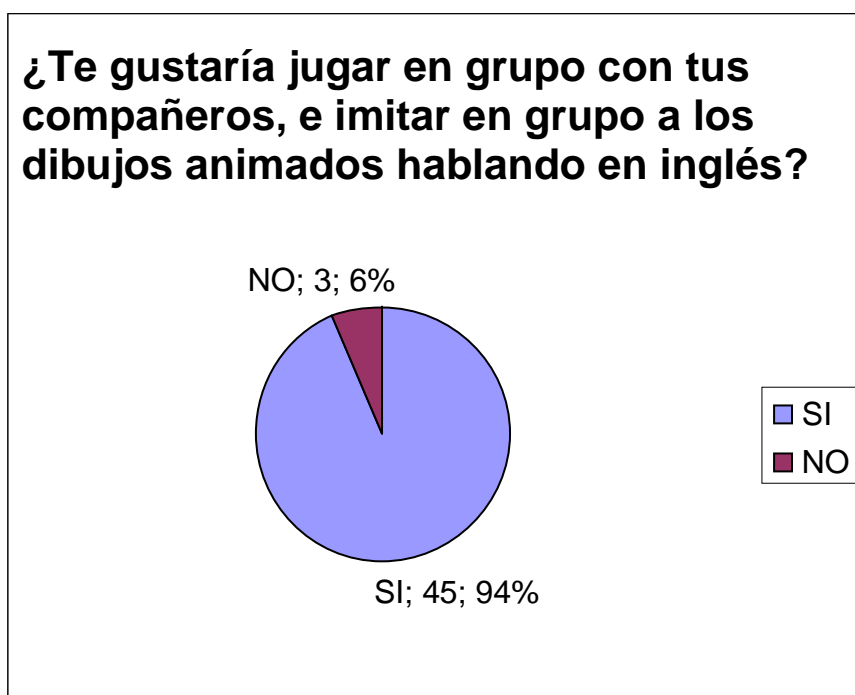
The 92% of children in this question convey that they prefer learning by games, which are the nature of children. So it is important to prepare the classes based on games.

9. ¿Te gustaría jugar en grupos con tus compañeros, e imitar en grupos a los dibujos animados?

Answers	Frequency	Percentage
YES NO	45 3	94% 6%
TOTAL	48	100%

Source: Survey: Applied to students
Carried out by: Luis Iza

GRAPHIC PRESENTATION 9



Interpretation:

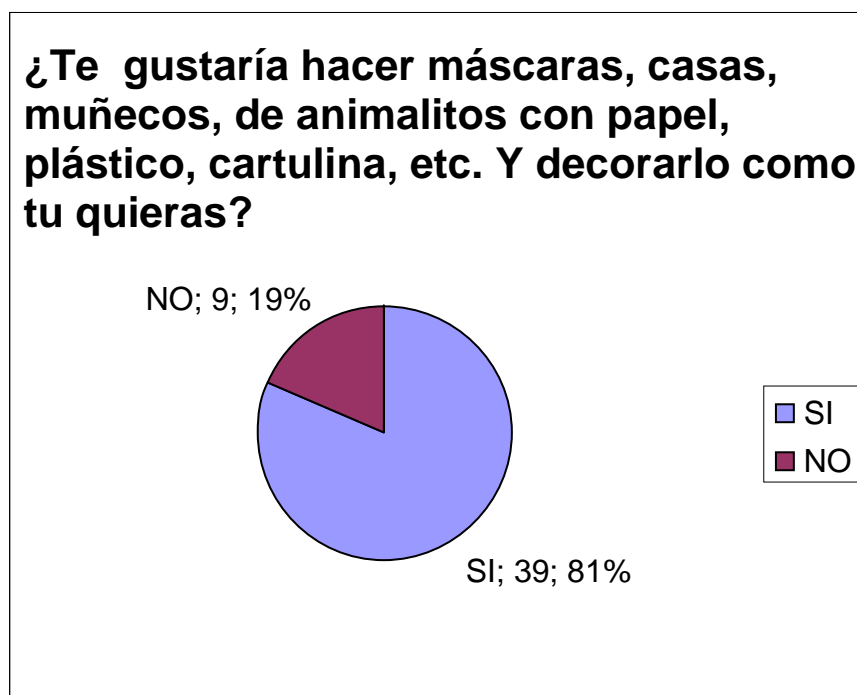
The 94% percent of children agreed that they like to work in groups, this demonstrate that they like to share. Because of the human beings have the social ability to work, to study and to play.

10. ¿Te gustaría hacer mascararas, casas, muñecos de animalitos, con papel, plástico, cartulina, etc., decorarlo como tu quieras?

Answers	Frequency	Percentage
YES NO	39 9	81% 19%
TOTAL	48	100%

Source: Survey: Applied to students
Carried out by: Luis Iza

GRAPHIC PRESENTATION 10



Interpretation:

In this question the children agree 80% that they like to use their creativity working alone in projects and demonstrate that they are able to create things, discover things, develop strengths, weaknesses, talents and interests, and use them to set their goals.

4.2 Analysis of results

As we could realize the project of applying a new methodology like in this case of Multiple Intelligences is accepted by most of the children and teachers.

The average of teacher's acceptance of the Multiple Intelligences project is of 90%.The average of the children's opinion in favor of the project is of 81.6%.

According to the teacher's opinion about applying a current methodology is that they can't do it because of the Geographical position and also that this school doesn't have an affordable budget to be updated and consequently to apply new methodologies in the teaching-learning process.

4.3 Verifying the Hypothesis

According to the results we can realize that the working hypothesis has been demonstrated answered in negative way because there is not any relationship between the Multiple Intelligences and the teaching learning process in the "EUGENIO ESPEJO" Military High School, school year 2006-2007.

4.4 Conclusions.

Valuable information was gathered from the fielding task. It describes the current reality of teaching-learning process in the First Basic Year of the "Eugenio Espejo" Military High school. As conclusions I could convey:

- In question 1 children don't like the teacher's methodology applied with them, for this reason they say that they don't like

English. On another hand I asked indirectly to the teachers about their opinion about the motivation of children for learning English, and they convey that children are not motivated at learning English.

- In question 2 it is very easy to realize that children don't like the way that traditional teachers make only repeat and repeat to try to make memorize them specially the vocabulary. So it `s important to take into account the motivation and make term repeat vocabulary phrases or sentences accompanied by pictures, movies drawings or something that motivate them to repeat and also they learn unconsciously not only listening, but also looking or even interacting through games or songs.
- In question 3 children also want to have a reference to have an idea what the teacher is talking or asking about and have and furthermore the teachers agreed that for this way to teach children aren't able to understand questions and they haven't had enough vocabulary or practice in order to be able to understand what is the teacher asking.
- In question 4 it is important to work with the creativity, with the imagination of children, for this reason they answered that they like to learn English by listening, drawing, imitating fairy tales. The teacher support this idea by agreeing that children learn better and increase their vocabulary by making roll plays and speaking their lines.
- In question 5 children admit that they like to learn English by solving puzzles or memory games, helping in this way to develop

the logical-mathematical Intelligence they answered that they like challenges. Teachers consider that then objective it is not only to teach them English, but also is important make them to be critical, so it is good idea through English make them to develop the critical thinking.

- In question 6, one of the best ways to relax is by listening music. Most of children use the musical Intelligence to learn languages, so they conveyed that they like to sing and besides they like to dance, Jump, laugh to decrease the boredom of a class. Then teachers are convinced that children love songs, chants and must be integrated into language learning ,singing is a happy and stress-free activity that will add to a passive classroom learning environment.
- According to the answers of the question number 7 I realized it is important to develop the visual-spatial intelligence by showing them pictures, drawings in this way they create or capture the images in their minds and relate them with the respective names in English and in this way they remember better and easier the language through images.
- The acceptance of the question 8 was due to the memory is enhanced through association with physical movements also closely associated with theories of mother tongue language acquisition in very young children, where they respond physically to parental commands. This is the way we can develop the bodily-kinesthetic Intelligence.

- Children accepted that they like to work in group in the question 9, for the natural skill of human beings of being sociable teacher convey that we must take into account this advantage to make them to work and learn a language, and increase their interpersonal Intelligence.
- In question 10 said that they like to work alone and create their own things, sometimes they don't like to be guided, they want to it by themselves. Teachers believe that children can set up goals and increase their creativity when they work in projects alone; they have in their minds a perspective what they want to do in each project.

As a general conclusion may I say that it is compulsory to implement as soon as possible not only one project in this Institution. As we have seen the statistical results demonstrated that children and teacher agree that this kind of methodology is going to be successful. We have to remember to pay attention in all the Intelligences mentioned in the project.

4.5 Recommendations

It is important to encourage the rest of the teachers try to create projects but the most important part to encourage them is the help and support from the authorities that must allow them to have access to Internet and help with the necessary resources to make it true. On the another hand it is important also to ask the support from parents because at learning languages children must be feed backed at home with listening exercises of songs and phrases that are learned in class.

Parents must be conscious that a language isn't only practiced only in the class, we must recommend them that a language is acquired no t learned.

4.6 Chronological Distribution

MONTH	DIC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
ACTIVITIES									
PLANNING									
PROYECT PRESENTATION APPROVAL									
COLLECTING DATA, ANALYSIS AND IFORMATION									
DEVELOPMENT, FINAL REPORT, AND ELABORATION									
PRESENTATION AND REVISION									
INFORM									

PART 5

THE PROPOSAL

5.1 DESCRIPTION

The proposal is going to be focused in active techniques of the Multiple Intelligences Approach. It is important to take into account that the goals of language learning are communicative competences and to develop and motivate the different children intelligences. The learners learn best through using it to communicate and making different activities for this reason the authentic and meaningful communication should be the goal of classroom activities. Fluency and accuracy is both important dimension of communication, which involves the integration of different language skills and intelligences. Learning is a process that involves stimulates and develops the multiple intelligences.

Each person has capacities in all seven intelligences, but how they function together is unique to each individual. For the instructor, the challenge is to apply this theory of cognitive functioning for each lesson. The theory of Multiple Intelligences provides a way for all educators to reflect upon their best teaching methods and understand why these methods work (or why they work well for some but not for others). It also helps instructors expand their current teaching repertoire to include a broader range of methods, materials, and techniques for reaching wide or more diverse range learners.

A multimodal lesson environment is one which instructors continually shift their methods of presentation, for example, from linguistic to spatial, from logical to bodily-kinesthetic, or from rhythmic to intrapersonal, etc. the multimodal lesson often combines intelligences in creative ways and must be fundamentally structured to accommodate the needs of different kinds of learners. Because lessons involve all the intelligences in one way or another, it is imperative that the teacher tap into all seven areas during the lesson to ignite children's intelligence.

To develop the curriculum for an effective lesson, the teacher should consider the desired lesson objectives and structure the lesson to provide information to all the multiple intelligences. No single set of teaching strategies will work best for all students at all times, therefore, the teacher should be prepared to use a diverse mix of strategies.

Lessons presented with only one or two of the intelligences in mind will not ensure that the entire student's needs are being met. One learning style may help only part of the class, leaving the rest of the students out of touch. Conscientious teachers who use a multimodal approach to each topic reinforce comprehension of the material as the students receive the information and are able to respond to it emotionally and physically.

The creative lesson is both exciting and rewarding for the teacher as well as for the student. Having the capacity to wrap the material

around the students and literally envelope them in it is very intoxicating. This is why good teachers teach!

To excel in the field, the different lessons must be committed to teaching in various modalities. With a school system that favors students who relate most readily to the verbal- linguistic and logical-mathematic modalities, it is imperative that educators remove themselves from this confinement and challenge themselves to find new ways to deliver their message. They must literally become the information.

5.2 STANDING (OBJECTIVES)

- To provide a guide for the next teachers of the first basic grade to teach English according to the students age and interests.
- To increase the motivation and children learning with the alternative methodologies.
- To analyze the alternative methodologies` results in the teaching-learning process.

5.3 FEASIBILITY

The feasibility of this proposal is acceptable because it is not going to be expensive. The proposal does not need special equipment, extra personnel, it is supported in current methods of teaching English also they are being confidently applied in another countries. The budge to implement this project can be afforded by the students´ parents and the book sellers.

5.4 IMPACT

The proposal of the Multiple Intelligences has a great impact because is the approach that is more applied in:

Curriculum. - Traditional schooling heavily favors the verbal-linguistic and logical intelligences. Gardner suggests a more balanced curriculum that incorporates the arts, self-awareness, communication and physical education.

Instruction. - Gardner advocates instructional methods that appeal to all the intelligences, including role playing, musical performance, cooperative learning, reflection, visualization, story telling and so on.

Assessment. -This theory calls for assessment methods that take into account the diversity of intelligences, as well as self-assessment tools that help students understand their intelligences.

5.5 EVALUATION

The proposal accomplishes with the pedagogical requirements, which is based in the alternatives methodologies mentioned in this project. The contents are supported by the theoretical frame about the most current and adopted methodology based in the Multiple Intelligences Theory that are being used in other countries successfully.

5.6 BUDGET

This kind of proposal does not need a big budget because all the activities and things recommended in it are realized with materials that are asked to parents` children at the beginning of the school year. The

equipment and the buildings are going to be the same. It is not necessary extra personnel. Some extra things can give the book sellers.

5.7 PARTICIPANTS AND BENEFICIARIES

The participants are going to be the School authorities specially the Department of Educational Research, the first basic teachers, the children of first basic grades and their parents.

5.8. PROPOSAL DEVELOPMENT

Children need to be motivated to learn a foreign language it must be presented to them through games, songs (rap), gestures, body movements, activities like projects with a variety of materials. Participation by the teacher in games, songs, hands-on projects helps the children overcome any inhibition they may have.

To create such an atmosphere the teachers of children need to combine the next activities in their daily classes:

UNIT ONE: HELPING GRANDMA

Weekly Lesson plan 1

Theme: Greetings and basic furniture

Grade level: First basic year

Aim: Know greetings and basic furniture

Goal: The cadets will be able to ask and introduce someone using. *Hello. Who is this? My friend (name)*, children can get a new acquaintance with; *Nice to meet you* and children will be able to point and name: table, chair sofa, bookcase, and bed.

STAGES	GENERAL PROCEDURES	MULTIPLE INTELLIGENCES ACTIVITIES	RESOURCES	EVALUATION	TIME
Phase 1	<ul style="list-style-type: none"> - Children repeat Hi! Or Hello! And greet each other. Repeat the words table, sofa, bookcase and bed looking to the flashcards - Children repeat Good by! And imitate they leave the classroom. 	<p>Linguistic/Verbal Intelligence and Visual Spatial Intelligence</p> <p>Linguistic/Verbal Intelligence</p>	<p>Super tots 3</p> <ul style="list-style-type: none"> - Teacher's guide - Student Book - Activity Book - CDs - Picture Cards of Grandma, Peter, Toni, Beth, Chip, table, chair, sofa, bookcase, and bed. -Stickers. 	<p>Students will be able to connect the greetings in the target language to the meetings with the teacher and their classmates, the name of the pieces of furniture with the target language to a corresponding drawing of each one. The evaluation will be done through observation of the students over and extended period of time</p>	2h
Phase 2	<ul style="list-style-type: none"> - Teacher leaves and comes to the class and children must use correctly greetings or leave takings. And children solve a puzzle of each piece of furniture and name them. 	<p>Logical-Mathematical Intelligence and Linguistic/Verbal Intelligence</p>			2h
Phase 3	<ul style="list-style-type: none"> - Children imitate the teacher's mimics: shake the hands and wave the hand to say hello or hi and to say Good by. Children touch the available furniture or point to the flash cards of them 	<p>Bodily/kinesthetic Intelligence</p>			2h

UNIT ONE: HELPING GRANDMA

Weekly Lesson plan 2

Theme: Helping actions at home

Grade level: First basic year

Aim: Know helping actions at home

Goal: The cadets will be able to respond through actions to: Wipe the table, Wash the dishes, Put away the dishes, and Make the bed. And children will be able ask politely someone to do something using, *please* and responding with, *OK*.

STAGES	GENERAL PROCEDURES	MULTIPLE INTELLIGENCES ACTIVITIES	RESOURCES	EVALUATION	TIME
Phase 1	<ul style="list-style-type: none"> - Children look at the flashcards of helping actions at home, repeat and identify them in their books. - Children practice each other with the commands of helping actions and children add, please to do it politely. 	<p>Linguistic/Verbal Intelligence and Visual Spatial Intelligence</p> <p>Linguistic/Verbal Intelligence</p>	<p>Super tots 3</p> <ul style="list-style-type: none"> - Teacher's guide - Student Book - Activity Book - CDs - Picture Cards 	<p>Students will be able to connect the name of the helping actions at home with their corresponding pictorial representation.</p>	2h
Phase 2	<ul style="list-style-type: none"> - Children look at the flashcards of a dish, a table and bed and they must use the corresponding command with each one. - Teacher says the first word of each command of helping actions at home and children complete the command. 	<p>Logical-Mathematical Intelligence and Linguistic/Verbal Intelligence</p> <p>Logical-Mathematical Intelligence and Linguistic/Verbal Intelligence</p>	<p>of wipe the table, wash the dishes, put away the dishes, and make the bed.</p> <ul style="list-style-type: none"> - Stickers 	<p>Evaluation will be carried out through observation of the students over an extended period of time after applying this project. This activity should be repeated in different or the</p>	2h
Phase 3	<ul style="list-style-type: none"> - Teacher says the commands of helping actions at home and children make the corresponding mimics 	<p>Bodily/kinesthetic Intelligence</p>			2h

<p>Phase 4</p>	<ul style="list-style-type: none"> - Teacher makes the helping actions` mimics and children name them. - Children listen to teacher’s questions and answer what they do to help at home. - Children listen and point to the pictures in their student Books. - Children listen to the CD and point to the correct picture of the helping actions at home. - Children draw each helping action at home according to their importance for everyone. 	<p>Linguistic/verbal Intelligence.</p> <p>Visual Spatial Intelligence and Linguistic/verbal Intelligence.</p> <p>Visual Spatial Intelligence and Linguistic/Verbal Intelligence</p> <p>Visual Spatial Intelligence</p> <p>Intrapersonal Intelligence</p>		<p>same variations until the teacher feels the students have a grasp of the concepts of the helping actions at home and ask them politely.</p>	<p>2h</p>
<p>Phase 5</p>	<ul style="list-style-type: none"> - Children must listen and mime the action only if the teacher says please and respond, OK. - Children in groups of four listen the rap of helping actions at home and one by one makes the corresponding mimics. 	<p>Logical-Mathematical Intelligence and Linguistic/Verbal Intelligence</p> <p>Interpersonal Intelligence, Musical Intelligence and Bodily/kinesthetic</p>			<p>2h</p>

UNIT ONE: HELPING GRANDMA

Weekly Lesson plan 3

Theme: Offer Helping politely

Grade level: First basic year

Aim: Know how to offer help politely

Goal: The cadets will be able to offer to help using. *Can I help* (wipe the table, wash the dishes, put away the dishes and make the bed? And respond with, yes, please

STAGES	GENERAL PROCEDURES	MULTIPLE INTELLIGENCES ACTIVITIES	RESOURCES	EVALUATION	TIME
Phase 1	<ul style="list-style-type: none"> - Children practice greeting the teacher and each other. While everybody arrives to class sing and try to make the mimics of “Supertots theme song” - The teacher asks “Can I help and motivate children tot answer “Yes, please”. Then In couples they practice these short sentences. 	<p>Musical Intelligence, Linguistic/verbal Intelligence and bodily/kinesthetic Intelligence.</p> <p>Linguistic/Verbal Intelligence</p>	<p>Super tots 3</p> <ul style="list-style-type: none"> - Teacher’s guide - Student Book - Activity Book - CDs - Picture Cards of wipe the table, wash the dishes, put away the dishes, and make the bed. 	<p>Students will be able to connect the phrases of offering help politely in the target language to their corresponding use in real life.. Evaluation will be carried out through</p>	2h
Phase 2	<ul style="list-style-type: none"> - The teacher shows them the Flashcards of the helping actions and ask them “Can I wipe the table?, and the rest do the children according to each helping action’s flashcards. - Children listen and realize who are talking in the dialog. And in couples repeat the dialog. 	<p>Logical-Mathematical Intelligence and Linguistic/Verbal Intelligence</p> <p>Logical-Mathematical Intelligence and Linguistic/Verbal Intelligence</p>	<ul style="list-style-type: none"> - Stickers - Cardboard 	<p>observation of the students over an extended period of time after applying this project. This activity should be repeated in different or the same variations</p>	2h
Phase 3	<ul style="list-style-type: none"> - Children listen the dialogue and try 	<p>Bodily/kinesthetic Intelligence</p>			2h

<p>Phase 4</p> <p>Phase 5</p>	<p>to join in whenever they can trying to imitate the teacher's actions</p> <p>- Children listen and sing the Can I help? Song making the corresponding mimics</p> <p>- Children in groups of 5 get in line; the second child in each line taps the first one on the shoulder. The first child in line turns to the child behind and says, Can I help? The second in the lines replies. Yes, please. The second will ask Can I wipe the table. And soon the rest with all the helping actions</p> <p>- Each child takes on of the flashcards of the helping actions that are face down on the table and ask to another child Can I (the action? And the another answers Yes, please</p> <p>- Children are motivated to look at the flashcards and ask as faster as they can the questions Can I (each helping action?</p>	<p>Musical Intelligence and Linguistic/verbal Intelligence.</p> <p>Interpersonal Intelligence, Linguistic Intelligence and Logical-Mathematical Intelligence.</p> <p>Visual Spatial Intelligence, Mathematical Intelligence and Linguistic/Verbal Intelligence</p> <p>Intrapersonal Intelligence, Visual Spatial Intelligence and Linguistic/verbal Intelligence.</p>		<p>until the teacher feels the students have a grasp of the use of offering help politely.</p>	<p>2h</p> <p>2h</p>
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UNIT ONE: HELPING GRANDMA

Weekly Lesson plan 4

Theme: Homes around the world

Grade level: First basic year

Aim: Know about homes around the world

Goal: The cadets will be able to recognize different styles of homes from around the world: an apartment, a tent, a wooden house, a bamboo house.

STAGES	GENERAL PROCEDURES	MULTIPLE INTELLIGENCES ACTIVITIES	RESOURCES	EVALUATION	TIME
Phase 1	<p>- Children practice greeting the teacher and each other. While everybody arrives to class sing and make the mimics of "Supertots theme song"</p> <p>Children talk about different types of home. It is recommendable to do it in the children's native language at first. Then introduce the key English words and phrases for this lesson and children give opinions about different types of home. And in what kind of home they live.</p>	<p>Musical Intelligence, Linguistic/verbal Intelligence and bodily/kinesthetic Intelligence.</p> <p>Linguistic/Verbal Intelligence, Visual-spatial Intelligence</p>	<p>Super tots 3</p> <ul style="list-style-type: none"> - Teacher's guide - Student Book - Activity Book - CDs - Picture Cards <p>of wipe the table, wash the dishes, put away the dishes, and make the bed.</p> <ul style="list-style-type: none"> - Stickers - Magazines and newspapers 	<p>Students will be able to connect the name of the homes around the world with their corresponding pictorial representation. Evaluation will be carried out through observation of the students over an extended period of time after applying this project. This activity should be repeated in</p>	2h
Phase 2	<p>- Children cut out the types of homes and circle according the teacher describe each one.</p>	<p>Logical-Mathematical Intelligence and Visual-spatial Intelligence</p>			2h

	<p>- Children point to the child who is being spoken about each time. And name the type of home is in each case.</p>	<p>Bodily/kinesthetic Intelligence and Logical/mathematical Intelligence.</p>		<p>different or the same variations until the teacher feels the students have a grasp of the concepts of the homes around the world.</p>	
Phase 3	<p>- Children Do, solve the puzzles of the types of homes and paste each child in each type of home.</p>	<p>Logical/mathematical Intelligence.</p>			2h
Phase 4	<p>- Children Draw the one type of home that they like the most, decorate with the material they prefer and name it.</p>	<p>Intrapersonal Intelligence, Visual Spatial Intelligence and Linguistic/verbal Intelligence.</p>			2h
Phase 5	<p>- Children in groups of six will make each type of home with material available in the school with the help of the teacher.</p> <p>- Children cut out the homes, paste them onto the pictures in the workbook and name them.</p>	<p>Interpersonal Intelligence</p> <p>Visual Spatial Intelligence, Mathematical Intelligence and Linguistic/Verbal Intelligence</p>			2h

UNIT TWO: THE LIBRARY

Weekly Lesson plan 1

Theme: Places to visit

Grade level: First basic year

Aim: Know about places that children like to visit

Goal: The cadets will be able to ask and say where they are going using. *Where are we going? To the (library).* Also they will be able to point and name: library, zoo, beach, farm, museum, and park.

STAGES	GENERAL PROCEDURES	MULTIPLE INTELLIGENCES ACTIVITIES	RESOURCES		TIME
Phase 1	<ul style="list-style-type: none"> - Children, each other use the basic greetings. Sing and make the corresponding actions confidently of the song Hello! Who is this? by themselves. - Children ask and answer questions about the picture of the city and also point other items they know. 	<p>Musical Intelligence, Linguistic/verbal Intelligence and bodily/kinesthetic Intelligence.</p> <p>Linguistic/Verbal Intelligence, Visual- spatial Intelligence</p>	<p>Super tots 3</p> <ul style="list-style-type: none"> - Teacher's guide - Student Book - Activity Book - CDs - Picture Cards of Grandma, Peter, Toni, library, zoo, beach, farm, museum and park -Stickers. 	<p>Students will be able to connect the name of the places to visit and the question to ask where someone is going with their corresponding pictorial representation. Evaluation will be carried out through observation of the students over an extended period of time after applying this project. This activity should be repeated in different or the</p>	2h
Phase 2	<ul style="list-style-type: none"> - Children listen and try to guess or identify who is talking in the dialogue. - Children listen to the song Where are we going? identify the characters and try to sing along as they can. Repeat until they can do it confidently. 	<p>Logical-Mathematical Intelligence and Visual-spatial Intelligence</p> <p>Musical intelligence and Logical/mathematical Intelligence.</p>			2h

<p>Phase 3</p>	<ul style="list-style-type: none"> - Children listen, look and repeat the places from the picture - Children cut out the picture of the places to visit in eight pieces, then solve this puzzle 	<p>Visual-spatial Intelligence and Linguistic/verbal Intelligence. Logical/mathematical Intelligence.</p>		<p>same variations until the teacher feels the students have a grasp of the concepts of the places to visit and the questions to ask where somebody is going.</p>	<p>2h</p>
<p>Phase 4</p>	<ul style="list-style-type: none"> - Teacher shows the flashcards of places to visit and asks where are we going? to children one by one and they must identify and name the name of the place in each flashcard. 	<p>Visual Spatial Intelligence, Mathematical Intelligence and Linguistic/Verbal Intelligence</p>			<p>2h</p>
<p>Phase 5</p>	<ul style="list-style-type: none"> - Children with reduced picture cards of the places must walk in the class and ask "Where are we going? The object of the game is for all the children with the same card to find their group and stand together - Children one by one look for the flashcards of places and hop, skip, jump, fly, swim etc to the card. 	<p>Interpersonal Intelligence, Visual Spatial Intelligence and Linguistic/verbal Intelligence. Intrapersonal Intelligence, Visual-spatial Intelligence and Bodily/kinesthetic Intelligence.</p>			<p>2h</p>

UNIT TWO: THE LIBRARY

Weekly Lesson plan 2

Theme: Invites friends to come over

Grade level: First basic year

Aim: Know how to invite friends to come over

Goal: The cadets will be able invite their friends to come over using, *Hey, everybody! Over here.* And respond with, *OK, in the library, park, zoo, beach, farm, museum, and park*

STAGES	GENERAL PROCEDURES	MULTIPLE INTELLIGENCES ACTIVITIES	RESOURCES	EVALUATION	TIME
Phase 1	<p>- Children, each other use the basic greetings sing the song Hello! and make the corresponding mimics or actions confidently by themselves.</p> <p>- Children look, ask and answer questions about the picture and also point other items they know at the picture and make some comments</p>	<p>Linguistic/verbal Intelligence and Musical Intelligence and Bodily/kinesthetic Intelligence</p> <p>Visual-spatial Intelligence and Linguistic-Verbal Intelligence</p>	<p>Super tots 3</p> <p>- Teacher's guide</p> <p>- Student Book</p> <p>- Activity Book</p> <p>- CDs</p> <p>- Picture Cards of Grandma, Peter, Toni, library, zoo, beach, farm, museum and park</p> <p>-Stickers.</p>	<p>Students will be able to connect the phrase of invitation to come over with their corresponding use in the real life. Evaluation will be carried out through observation of the students over an extended period of time after applying this project. This activity should be repeated in different or the same variations</p>	2h
Phase 2	<p>- Children listen to a dialogue and try to guess or identify who is talking in the dialogue and children listen to the song "Hey everybody" and show or point in their books to the characters.</p>	<p>Musical Intelligence, Visual-spatial Intelligence and Linguistic-verbal Intelligence.</p>			2h
Phase 3	<p>- Children listen to the CD and look at the flashcards Cards of library, zoo, beach, farm, and park, repeat the phrase: Hey</p>	<p>Visual-spatial Intelligence, logical-mathematical and Linguistic-verbal Intelligence.</p>			2h

<p>Phase 4</p>	<p>everybody! Over here and answer: OK. In the (library) and so on with each place. Play again the CD, have children repeat the phrases and the answers with each place during the pauses.</p> <p>- Students will be able to order the flashcards that teacher mentioned at random order adding the phrase: Hey everybody! Over here and answering OK. In the (each place)</p> <p>- Students will be able to identify the flashcards of the places that are around the room and they must go hopping, skipping, jumping, imitating flying, imitating swimming etc to the card and must say: Hey everybody! Over here and the classmates must say OK. In (ach place).</p>	<p>Logical-mathematical Intelligence and Linguistic-verbal Intelligence.</p> <p>Logical-mathematical, Intelligence, Visual-spatial Intelligence, linguistic-verbal Intelligence and Bodily-Kinesthetic Intelligence.</p>		<p>until the teacher feels the students have a grasp of the use of this phrase of inviting to someone to come over in the real life.</p>	<p>2h</p>
<p>Phase 5</p>	<p>- Students can use reduced Picture Cards and walking in the class without showing them only saying: hey everybody! Over here in the (each Place) The first group, who is ready with all its members sit down</p> <p>- Children, one by one sing the song Hey everybody! In front of the class trying to do the best with mimics and gestures.</p>	<p>Interpersonal Intelligence, Visual Spatial Intelligence and Linguistic/verbal Intelligence.</p> <p>Intrapersonal Intelligence, Musical Intelligence and Bodily-kinestheic Intelligence.</p>			<p>2h</p>

UNIT TWO: THE LIBRARY

Weekly Lesson plan 3

Theme: The Queen's crown

Grade level: First basic year

Aim: Learn about fairytale characters

Goal: The cadets will be able to recognize and name: king, queen, princess, wizard, crown, castle, and dragon. And also they will be able to follow actively and respond to a story.

STAGES	GENERAL PROCEDURES	MULTIPLE INTELLIGENCES ACTIVITIES	RESOURCES	EVALUATION	TIME
Phase 1	<ul style="list-style-type: none"> - Children greet as they come in. Have the children greet a friend and sing and make the mimics of the "Hello" song once all are together. - Children look at the picture of fairytale characters in the book and make some comments showing enthusiasm and are asked to figure out what they would do if they were a king or queen 	<p>Linguistic/verbal Intelligence and Musical Intelligence and Bodily/kinesthetic Intelligence</p> <p>Visual-spatial Intelligence and Linguistic. Verbal Intelligence</p>	<p>Super tots 3</p> <ul style="list-style-type: none"> - Teacher's guide - Student Book - Activity Book - CDs - Picture Cards of the princess, king, queen, wizard and the dragon. 	<p>Students will be able to connect the name of the fairytale characters with their corresponding pictorial representation. Evaluation will be carried out through observation of the students over an extended period of time after applying this project. This activity should be</p>	2h
Phase 2	<ul style="list-style-type: none"> - Children are divided into five groups. One person comes to the front. The rest of the group can help them guess what a fairytale character is with actions but cannot speak. - Children listen to the story of 	<p>Bodily –kinesthetic Intelligence and Linguistics-verbal Intelligence.</p> <p>Visual-spatial, linguistic-verbal</p>			2h

	<p>The Queen's crown the first time, at the second listen and point the items they recognized before, at the next they repeat the phrases the fairytales characters said.</p>	<p>Intelligence.</p>		<p>repeated in different or the same variations until the teacher feels the students have a grasp of the concepts of the fairytale characters.</p>	
<p>Phase 3</p>	<p>- Children in groups of five or more. Retell the story, but each group is assigned to one section of the story, so they listen and act out</p>	<p>Interpersonal Intelligence, Linguistic-verbal Intelligence and Bodily-kinesthetic.</p>			<p>2h</p>
<p>Phase 4</p>	<p>- Children work in groups to draw their own fairy tales in a set of three or four pictures. The children tell their story can use gestures and mimics, with help from the teacher where necessary.</p>	<p>Intrapersonal Intelligence, Visual-spatial Intelligence, Linguistic-verbal Intelligence, Bodily-kinesthetic Intelligence.</p>			<p>2h</p>
<p>Phase 5</p>	<p>- Children turn to page 16 in the Student book, identify the story characters, name them, imitate the mimics they do in the story and then receive a sticker as a reward if they identify and name the characters correctly.</p>	<p>Intrapersonal Intelligence, Visual-spatial Intelligence, Linguistic-verbal Intelligence, Bodily-kinesthetic Intelligence.</p>			<p>2h</p>

UNIT TWO: THE LIBRARY

Weekly Lesson plan 4

Theme: Computer actions

Grade level: First basic year

Aim: Learn about basic computer actions

Goal: The cadets will be able to respond through actions to: Turn on the computer, Put in the disk, Click the mouse, Take out the disk. And also they will be able to ask and answer about past actions using, *Did you ...? Yes. I did*

STAGES	GENERAL PROCEDURES	MULTIPLE INTELLIGENCES ACTIVITIES	RESOURCES	EVALUATION	TIME
Phase 1	<ul style="list-style-type: none"> - Children look at the flashcards of basic computer actions, repeat and identify them in their books. - Children practice each other with the commands of basic computer actions and children add did you to all the basic computer actions. 	Linguistic/Verbal Intelligence and Visual Spatial Intelligence Linguistic/Verbal Intelligence and Logical-Mathematical Intelligence	Super tots 3 - Teacher's guide - Student Book - Activity Book - CDs - Picture Cards of Turn on the computer, Put in the disk, Click the mouse, Take out the disk -Stickers.	Students will be able to connect the name of the helping actions at home with their corresponding pictorial representation. Evaluation will be carried out through observation of the students over an extended period of time after applying this project. This activity should be repeated in	2h
Phase 2	<ul style="list-style-type: none"> - Children look at the flashcards of a computer, a disk and a mouse and they must use the corresponding command with each one. - Teacher says the first word of each command of basic computer action and children complete the command. 	Logical-Mathematical Intelligence and Linguistic/Verbal Intelligence Logical-Mathematical Intelligence and Linguistic/Verbal Intelligence			2h
Phase 3	<ul style="list-style-type: none"> - Teacher says the commands of basic computer actions and children 	Bodily/kinesthetic Intelligence			2h

	<p>make the corresponding mimics</p> <p>- Teacher make the mimics of basic computer actions and children ask Did you (turn on the computer/ Put in the disk, Click the mouse, Take out the disk.) and teacher answers Yes. I did. Then motivate them to practice in couples the questions and the answers</p>	<p>Bodily-kinesthetic Intelligence, Linguistic/verbal Intelligence.</p>		<p>different or the same variations until the teacher feels the students have a grasp of the concepts of the helping actions at home and ask them politely.</p>	
Phase 4	<p>- Children listen to teacher's questions and answer what actions if they did the basic computer actions.</p>	<p>Visual Spatial Intelligence, Linguistic/verbal Intelligence and Logical-mathematical Intelligence.</p>			2h
	<p>- Children draw each basic computer action according to the sequence followed to make it to work.</p>	<p>Intrapersonal Intelligence, Logical-mathematical Intelligence</p>			
Phase 5	<p>- Children must listen and mime the according to the sequence followed to make it to work</p> <p>- in groups of four children listen the rap of basic computer actions and one by one makes the corresponding mimics.</p>	<p>Logical-Mathematical Intelligence and Linguistic/Verbal Intelligence</p> <p>Interpersonal Intelligence, Musical Intelligence and Bodily/kinesthetic Intelligence.</p>			2h

UNIT THREE: COMMUNITY HELPERS

Weekly Lesson plan 1

Theme: Review Greetings and Community Helpers

Grade level: First basic year

Aim: Practice greetings and know the Community Helpers

Goal: The cadets will be able to greet someone using, *Good morning. How are you? Fine, thank you. Great thanks.* Also they will be able to point to and name community helpers: fire fighter, teacher, doctor, vet, police officer.

STAGES	GENERAL PROCEDURES	MULTIPLE INTELLIGENCES ACTIVITIES	RESOURCES	EVALUATION	TIME
Phase 1	<ul style="list-style-type: none"> - Children greet as they come-in to three other friends, sing the "Hello!" Song together - Children open the Student Book in the page 17 and 18; make some comments about the picture. 	<p>Linguistic-verbal Intelligence and Musical Intelligence.</p> <p>Visual-spatial Intelligence and Linguistic-verbal Intelligence.</p>	<p>Super tots 3</p> <ul style="list-style-type: none"> - Teacher's guide - Student Book - Activity Book - CDs - Picture Cards of Toni, fire fighter, teacher, doctor, vet, police officer. -Stickers. 	<p>Students will be able to connect the name of the community helpers and the with their corresponding pictorial representation and the use of the greetings. Evaluation will be carried out through observation of the students over an extended period of time after applying this project. This activity should</p>	2h
Phase 2	<ul style="list-style-type: none"> - Children listen to the CD and points to the community helpers on the pages as the narrator speaks. With the guidance of the teacher with the flashcards of them. Children repeat the greetings and the name of the community helpers. 	<p>Logical-mathematical Visual-spatial Intelligence and Linguistic-verbal Intelligence.</p>		<p>Students will be able to connect the name of the community helpers and the with their corresponding pictorial representation and the use of the greetings. Evaluation will be carried out through observation of the students over an extended period of time after applying this project. This activity should</p>	2h
Phase 3	<ul style="list-style-type: none"> - Children listen to the rap of the Community Helpers, the first time they only listen, the second one they try to join in, the third one they sing and try to make the actions, the fourth one they sing in the pauses and make the 	<p>- Musical Intelligence, Linguistic-verbal Intelligence, Bodily- kinesthetic Intelligence.</p>		<p>Students will be able to connect the name of the community helpers and the with their corresponding pictorial representation and the use of the greetings. Evaluation will be carried out through observation of the students over an extended period of time after applying this project. This activity should</p>	2h

<p>Phase 4</p>	<p>actions or mimics of each community helper.</p> <p>- Teacher name each community helper and children put their hands on the flashcard of the community helper that are on the table said by the teacher, the first one is the winner.</p>	<p>Intrapersonal Intelligence, Bodily-kinesthetic Intelligence, and Logical-mathematical Intelligence.</p>		<p>be repeated in different or the same variations until the teacher feels the students have a grasp of the concepts of the community helpers and the use of the greetings wit the teacher and classmates.</p>	<p>2h</p>
<p>Phase 5</p>	<p>-Children receive Reduced Picture Cards of the community helpers are numbered from 1-18 on each piece. In pairs children decide which three pieces go together. They write the three numbers on a piece of papers and show the teacher and name the community helper found. And so on with the rest of community helpers.</p> <p>- Children hand tools toys like a gun, a hose a stethoscope, and a syringe and name the Community helper that used them. Who makes the best receive a sticker.</p>	<p>Interpersonal Intelligence, Logical-mathematical Intelligence, and Visual-spatial Intelligence.</p> <p>Intrapersonal Intelligence, Logical-mathematical Intelligence, and Visual-spatial Intelligence</p>			<p>2h</p>

UNIT THREE: COMMUNITY HELPERS

Weekly Lesson plan 2

Theme: Fire fighter actions

Grade level: First basic year

Aim: Know about fire fighter actions

Goal: The cadets will be able to respond through actions to: Turn the wheel, Pull the hose, Push the button, and Ring the bell. Also they will be able to ask and answer about ability using. *Can you (actions) Yes, I can.*

STAGES	GENERAL PROCEDURES	MULTIPLE INTELLIGENCES ACTIVITIES	RESOURCES	EVALUATION	TIME
Phase 1	<ul style="list-style-type: none"> - Greets children as they come-in. Have the children greet three other friends and review the dialog by singing "Good morning" song from the previous lesson - Children listen to the teacher the names of the fire fighter actions and look at the flashcards of Pull the hose, Push the button, and Ring the bell actions and make the corresponding actions for each one. 	<p>Linguistic-verbal Intelligence and Musical Intelligence.</p> <p>Visual-spatial Intelligence, Logical-mathematical Intelligence and Bodily-kinesthetic Intelligence.</p>	<p>Super tots 3</p> <ul style="list-style-type: none"> - Teacher's guide - Student Book - Activity Book - CDs - Picture Cards of Turn the wheel, Pull the hose, Push the button, and Ring the bell. 	<p>Students will be able to connect the name of the fire fighter actions with their corresponding pictorial representation and the association of them with a question of ability. Evaluation will be carried out through observation of the students over an extended period of time after applying this project. This activity should be</p>	2h
Phase 2	<ul style="list-style-type: none"> - Teacher explain the meaning of, <i>I can</i>. Tells the children. Turn the wheel as they imitate the action. Explains the question, <i>Can you turn the wheel?</i> And encourages them to answer Yes, I can 	<p>Linguistic- verbal Intelligence, Bodily-Kinesthetic.</p>	<ul style="list-style-type: none"> -Stickers. 	<p>Students will be able to connect the name of the fire fighter actions with their corresponding pictorial representation and the association of them with a question of ability. Evaluation will be carried out through observation of the students over an extended period of time after applying this project. This activity should be</p>	2h
Phase 3	<ul style="list-style-type: none"> - Teacher talks about the pictures. Tells the children that this is how a 	<p>Logical- Mathematical Intelligence and Visual-spatial</p>		<p>Students will be able to connect the name of the fire fighter actions with their corresponding pictorial representation and the association of them with a question of ability. Evaluation will be carried out through observation of the students over an extended period of time after applying this project. This activity should be</p>	2h

	<p>fire fighter works in a Fire Station. Using the cutouts of the fire fighter actions, children will be able to name in the sequence of the presentation.</p> <p>- Children listen to the CD of the fire fighter commands and point to the pictures in their Student Books as they hear them.</p> <p>Phase 4 - Teacher Focus on Questions with can and make role plays with a bell for the break, a toy wheel, toy hose and a light switch. In pairs practice the question with: Can you turn the wheel/pull the hose/push the button/ring the bell and answer: Yes, I can.</p> <p>Phase 5 - Children must listen and mime the action only if the teacher says Can you (fire fighter action)? and they answer <i>Yes, I can</i>.</p> <p>- Children on page 24 Ss. Name and do the fire fighter actions and receive a sticker as a reward.</p>	<p>Intelligence.</p> <p>Visual-spatial and Logical-mathematical Intelligence</p> <p>Interpersonal Intelligence, Visual-spatial Intelligence, and Linguistic-verbal Intelligence.</p> <p>Bodily-kinesthetic Intelligence, Logical-mathematical Intelligence and Linguistic-verbal Intelligence.</p> <p>Intrapersonal Intelligence, Bodily-kinesthetic Intelligence and Linguistic Intelligence.</p>		<p>repeated in different or the same variations until the teacher feels the students have a grasp of the concepts of the fire fighter actions involved with questions of ability.</p>	<p>2h</p> <p>2h</p>
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UNIT THREE: COMMUNITY HELPERS

Weekly Lesson plan 3

Theme: I want to be a fire fighter

Grade level: First basic year

Aim: Know how to say what I want to be

Goal: The cadets will be able to say what they want to be. Using, *I want to be a (community helper). Not me, I want to be a (community helper). Me, too.*

STAGES	GENERAL PROCEDURES	MULTIPLE INTELLIGENCES ACTIVITIES	RESOURCES	EVALUATION	TIME
Phase 1	<ul style="list-style-type: none"> - Children, each other use the basic greetings sing the song Hello! and make the corresponding mimics or actions confidently by themselves. - Children Look at the Picture Cards and form the sentences with I want to be a (firefighter/ police officer/doctor/vet) 	<p>Linguistic/verbal Intelligence, Musical Intelligence and Bodily/kinesthetic Intelligence</p> <p>Visual-spatial Intelligence and Linguistic-Verbal Intelligence</p>	<p>Super tots 3</p> <ul style="list-style-type: none"> - Teacher's guide - Student Book - Activity Book - CDs - Picture Cards of Toni, Chip, fire fighter, teacher, doctor, vet, police officer. -Stickers. 	<p>Students will be able to connect the phrases to say what w want to be when we wish to be like any community helper in the future. Evaluation will be carried out through observation of the students over an extended period of time after applying this project. This activity should be repeated in different or the same variations until the teacher feels the students can use this phrase to express what</p>	2h
Phase 2	<ul style="list-style-type: none"> - Children are divided into two groups, the teacher shows them the flashcard of each community helper, the group A say: I want to be a (community helper), then the group B listen and answer response (<i>Not me, I want to be a (community helper) or , Me, too.</i>) 	<p>Musical Intelligence, Visual-spatial Intelligence, Interpersonal Intelligence and Linguistic-verbal Intelligence.</p>			2h
Phase 3	<ul style="list-style-type: none"> - Children listen to the CD and look at the flashcards Cards of the community helpers repeat the phrase: I wan to be a (community helper) and answer: Not 	<p>Visual-spatial Intelligence, logical-mathematical and Linguistic-verbal Intelligence.</p>			2h

<p>Phase 4</p>	<p>me, I want to be a (community helper) or, Me, too. and so on with each community helper. Play again the CD, have children repeat the phrases and the answers with each community helper during the pauses.</p> <p>- Students will be able to order the flashcards that teacher mentioned at random order adding the phrase: I wan to be a (community helper) and answer: Not me, I want to be a (community helper) or, Me, too. and so on with each community helper.</p>	<p>Logical-mathematical Intelligence and Linguistic-verbal Intelligence.</p>		<p>they want to be in the future.</p>	<p>2h</p>
<p>Phase 5</p>	<p>- Students will be able to identify the flashcards of the places that are around the room and they must go hopping, skipping, jumping, imitating flying, imitating swimming etc to the card and must say: I wan to be a (community helper) and answer: Not me, I want to be a (community helper) or, Me, too. and so on with each community helper.</p> <p>- Children one by one sing the song I want to be a fire fight fighter! song in front of the class trying to do the best with mimics and gestures.</p>	<p>Logical-mathematical, Visual-spatial Intelligence, linguistic-verbal Intelligence and Bodily-Kinesthetic Intelligence.</p> <p>Intrapersonal Intelligence, Musical Intelligence and Bodiliy-kinestheitic Intelligence.</p>			<p>2h</p>

UNIT THREE: COMMUNITY HELPERS

Weekly Lesson plan 4

Theme: Workplaces of Community helpers

Grade level: First basic year

Aim: Learn about where community helpers work

Goal: The cadets will be able to recognize the places where different community helpers work: a school, a hospital, an animal hospital, a fire station and a police station. .

STAGES	GENERAL PROCEDURES	MULTIPLE INTELLIGENCES ACTIVITIES	RESOURCES	EVALUATION	TIME
Phase 1	- Children comment about places where community helpers work. They draw simple pictures of them. Teacher asks who knows each place and who works there. Using the cutouts of community helpers children place them in each drawing.	Linguistic-Verbal Intelligence, Visual-spatial Intelligence, Logical-mathematical Intelligence	Super tots 3 - Teacher's guide - Student Book - Activity Book - CDs - Picture Cards of Toni, Chip, fire fighter, teacher, doctor, vet, police officer.	Students will be able to connect the name of the workplaces of community helpers with their corresponding pictorial representation. Evaluation will be carried out through observation of the students over an extended period of time after applying this project. This activity should be repeated in different or the	2h
Phase 2	- Teacher plays the CD. Have the children point to the community helper and his workplace, repeat the CD and have the children try to remember as much as possible about each community helper and his workplace.	Linguistic-Verbal Intelligence and Visual-spatial Intelligence.	-		2h
Phase 3	- Two children to come to the front one draw one workplace, on the whiteboard, another draw the corresponding community helper,	Interpersonal Intelligence and Logical-mathematical Intelligence.			2h

	<p>and then both name the community helper and the workplace.</p> <p>Phase 4 - In groups of four children select the drawing on the cardboard of the workplace they like the best and decorate it where community helpers work.</p> <p>Phase 5 - Each child will be able to solve a puzzle of the workplaces of the community helpers and paste the corresponding community helper, and with mimics demonstrate to his classmates what community helper is.</p> <p>- A child with one of the flashcards of the community helpers in front of the class mimes what the community helper might do. The other children try to guess who the helper is, then name the place where he/she works.</p>	<p>Interpersonal Intelligence, and Visual-spatial Intelligence.</p> <p>Intrapersonal Intelligence, Logical-mathematical and Bodily-kinesthetic Intelligence.</p> <p>Visual-spatial Intelligence, Bodily-kinesthetic Intelligence, Logical-mathematical Intelligence and Linguistic-verbal Intelligence.</p>		<p>same variations until the teacher feels the students have a grasp of the concepts of the workplaces of community helpers.</p>	<p>2h</p> <p>2h</p>
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ANNEXES

ANNEXE 1

CHILDREN'S SEVEN MULTIPLE INTELLIGENCES IN

Children who are strongly :	think	love	need
Linguistic	In words	Reading, writing, telling stories, playing word games, etc.	Books, tapes, writing tools paper diaries, dialogues, discussion, debate stories
Logical-Mathematical	By reasoning	Experimenting, questioning, figuring out, puzzles, calculating, etc.	Things to explore and thing about, science materials, manipulatives, trips to the planetarium, and science museum
Spatial	In images and pictures	Designing, drawing, visualizing, doodling, etc	Art, LEGOs, video, movies, slides, imagination games, mazes, puzzles, illustrated books, trips, to art, museums
Bodily-Kinesthetic	Through somatic sensations	Dancing, running, jumping, building, touching, gesturing, etc.	Role play, drama, movement, things to build, sports and physical games, tactile, experiences, hands on learning.
Musical	Via rhythms and melodies	Singing, whistling, humming, tapping feet and hands, listening, etc.	Sing-along time, trips to concerts, music playing at home and school, musical instruments.

Interpersonal	By bouncing ideas off other people	Leading, organizing, relating, manipulating, mediating, partying, etc	Friends, group games, social gatherings, community events, clubs, mentors/apprenticeships
Intrapersonal	Deeply, inside themselves	Setting goals, meditating, dreaming, being, quiet.	Secret places, time alone, self-paced projects, choices

ANNEXE 2

CHECKLIST FOR ASSESING STUDENTS' MULTIPLE INTELLIGENCES

Name of Student _____

In each of the following categories check all items that apply

Linguistic Intelligence

_____ writes better than average for age

_____ spins tall tails or tells jokes and stories

_____ has a good memory for names

_____ enjoys word games

_____ enjoys reading books

_____ spells words accurately (preschool: does development spelling is advanced for age)

_____ apprécieâtes nonsense rimes, puns, tongue twisters, etc

_____enjoy listening to the spoken word (stories, commentary on the radio, talking books)

_____ has a good vocabulary for age

_____communicates to others in a highly verbal way

Other Linguistic Strengths

Logical-Mathematical Intelligence

_____ asks a lot of questions about how things work

_____computers arithmetic problems in his/her head quickly (preschool: math concepts are advanced for age)

_____ enjoys math class (preschool: enjoys counting and doings other things with numbers)

_____finds math computer games interesting (no exposure to computers; enjoys other math or counting games)

_____ enjoys `playing chess, checkers, or other strategy games (preschool: board games requiring counting squares)

_____enjoys working on logic puzzles or brain teasers (preschool; enjoys hearing logical nonsense such as in Alice's Adventures in Wonderland

_____ enjoys putting things in categories or hierarchies

_____likes to experiment in a way that shows higher order cognitive thinking processes

_____ think on a more abstract or conceptual level than peers

_____has a good sense of cause-effect for age

Other Logical-Mathematical Strengths

Spatial Intelligence

_____ reports clear visual images

_____ reads maps, charts, and diagrams, more easily than text (preschool: enjoys visual more than text)

_____ daydreams more than peers

_____ enjoys art activities

_____ draws figures that are advanced for age

_____ likes to view movies, slides, or other visual presentations

_____ enjoys doing puzzles, mazes, Where's Waldo? Or similar visual activities

_____ build interesting three-dimensional constructions for age (e.g., LEGO buildings)

_____ gets more out of pictures than words while reading

_____ doodles on workbooks, worksheets, or other materials

Other Spatial Strengths

Bodily-Kinesthetic Intelligence

_____ Excels in one or more sports (preschool: shows physical progress advance for age)

_____ moves, twitches, taps, or fidgets while seated for a long time in one spot

_____ cleverly mimics other people's gestures or mannerisms

_____ loves to take things apart and put them back together again

_____ put his/her hands all over something he/she just seen

_____ enjoy running, jumping, wrestling or similar activities (older: show this in a more restrained way e.g., woodworking, sewing mechanics or good fine-motor coordination in other ways)

_____ has a dramatic way of expressing himself/herself

_____ reports different physical sensations while thinking or working

_____ enjoys working with clay or other tactile experiences (e.g., finger –painting)

Other Bodily-Kinesthetic Strengths

Musical Intelligence

_____ tells you when music sounds off-key or disturbing in some ways other way

_____ remembers melodies of songs

_____ has a good singing voice

_____ plays musical instrument or singing in choir or other group (preschool: enjoys playing percussion and/or singing in a group)

_____ has rhythmic way of speaking and/or moving

_____ unconsciously hums to himself/herself

_____ taps rhythmically on the table or desks as he/she works

_____ sensitive to environmental noises (e.g., rain on the roof)

Other Musical Strengths

Interpersonal Intelligence

_____ enjoys socializing with peers

_____ seems to be natural leader

_____ gives advice to friends who have problems

_____ seems to be street smart

_____ belongs to clubs, committees, or other group organizations (preschool: seems, to be part of a general education social group)

_____ enjoys informally teaching other kids

_____ likes to play games with other kids

_____ has two or more close friends

_____ has a good sense of empathy or concern for others

_____ others seek out his/her empathy or concern for others

_____ others seek out his/her company

Intrapersonal Intelligence

_____ displays a sense of independence or a strong will

_____ has a realistic sense of his/her strengths and weaknesses

_____ does well when left alone or to play or study

_____ marches to the beat of a different drummer in his/her style of living and learning

_____ has an interest hobby that he/she doesn't talk much about

_____ has a good sense of self-direction

_____ prefers working alone to working with others

_____ accurately expresses how he/she is feeling

_____ is able to learn from his/her failures and successes in life

_____ has high self esteem

ANNEXE 3

MULTIPLE INTELLIGENCES IN CLASSROOM

The following list provides a survey of the techniques and materials that can be employed in teaching through the multiple intelligences.

Linguistic Intelligence

- lectures, debates
- large and small group discussions
- books, worksheets, manuals
- brainstorming
- writing activities

- word games
- sharing time
- storytelling, speeches, reading to class
- talking books and cassettes
- extemporaneous speaking
- journal keeping
- choral reading
- individualized reading
- memorizing linguistics facts
- tape recording one's words
- using word processors
- publishing (e.g., creating class newspaper)

Logical Mathematical Intelligence

- mathematical problems on the board
- Socratic questioning
- scientific demonstrations
- logical problem-solving exercises
- creating codes
- logic puzzles and games
- classification and categorizations
- quantifications and calculations
- computer programming languages
- science thinking
- logical-sequential presentation of subject matter
- Piagetian cognitive stretching exercises

- Heuristic

Spatial Intelligence

- charts, graphs, diagrams and maps
- visualization
- photography
- videos, slides and movies
- videos puzzles and mazes
- 3-D construction kits
- art appreciation
- imaginative storytelling
- picture metaphors
- creative daydreaming
- painting, collage, visual arts
- idea sketching
- visual thinking exercises
- graphics symbols
- using mind-maps and other visual organizers
- computer graphics software
- visual awareness activities
- draw-and-paint/computer-assisted-design software
- picture literacy experiences

Bodily-Kinesthetic Intelligence

- creative movement, mime
- hands-on thinking

- field trips
- the classroom teacher
- competitive and cooperative games
- physical awareness and relaxation exercises
- all hands-on activities
- crafts
- body maps
- use of kinaesthetic imagery
- cooking, gardening, and other “messy” activities
- manipulative
- virtual reality software
- kinaesthetic concepts
- physical education activities
- communicating with body language/hands signals
- tactile materials and experiences
- body answers

Musical Intelligence

- musical concepts
- singing, humming, whistling
- playing recorded music
- playing live music on piano, guitar, or other instruments
- group singing
- mood music
- music appreciation
- playing percussion instruments

- rhythms, songs, raps, chants
- using background music
- linking old tunes with concepts
- discographies
- creating new melodies for concepts
- listening to inner musical imagery
- music software
- super memory music

Interpersonal Intelligence

- cooperative groups
- interpersonal groups
- conflict mediation
- peer teaching
- board games
- cross age tutoring
- group brainstorming sessions
- peer sharing
- community involvement
- apprenticeships
- simulations
- academic clubs
- interactive software parties/social gathering as a context for learning
- people sculpting

Intrapersonal Intelligence

- independent study
- feeling-toned moments
- self-paced instruction
- individualized project as and games
- private spaces for study
- one-minute reflection periods
- interest centres
- personal connections
- options for homework
- choice time
- self-esteem activities
- journal keeping
- goal setting sessions

ANEXE 4

VARIABLE OPERATION

Improving the teaching-learning process in five year-old children through multiple intelligences theory in the Eugenio Espejo military high school, second term, 2005-2006”

CONCEPT	CATEGORY	VARIABLE	INDICATORS	INDICE	QUESTIONARY
Teaching learning Process is the systematic and sequential process, in which a person gets specific kind of information and after must be evaluated.	The teaching learning process in the pre-school	DEPENDENT The teaching learning process	Motivation Speaking Listening	Level of motivation Ability to answer questions Ability to understand the questions	Do the children seem to be motivated? Do you think children area able to answer questions? Do you think children are able to understand questions?
Multiple Intelligences theory is the current theory that focus the seven intelligences that a person has and they are taken advantage of learn better and easier.		INDEPENDENT The Multiple Intelligence Theory	Verbal Linguistic Intelligence Math-Logical Intelligence Musical Intelligence Visual spatial Intelligence	The use of language to communicate The ability to reason inductive or deductively The self motivation to learn The ability to create visual- Spatial representations and transfer them mental y or concretely.	Will the children develop speaking ability using the verbal Ling. Intel? Will the children reason better applying the Math-Log Intel? Will the children motivate to learn by listening and singing songs music and chants ? Will the children understand better by creating internal images and pictures and transfer them to the reality?

			Bodily Kinesthetic Intelligence	Responses with mimics and body movements.	Will the children learn better using their bodily-kinesthetic intelligence?
			Interpersonal Intelligence	Tasks in groups, how work each other	Will the children develop friendship and motivation by working in groups?
			Intrapersonal Intelligence	The independence to work alone	Will the children be able to set up goals by applying the Intrap, Intel.?

APPENDIX 1**ENCUESTA PARA NIÑOS: ENCIERRE SI O NO**

1. ¿Te gustó como te enseñaron inglés?	SI	NO
2. ¿Te gusta repetir con tus compañeros en inglés lo que la profesora dice (en coro)?	SI	NO
3. ¿Te gusta que te pregunten en inglés sin enseñarte dibujitos o sin mímicas o muecas?	SI	NO
4. ¿Te gustaría escuchar un cuento, mirarlo, repetirlo e imitarlo en inglés?	SI	NO
5. ¿Te gustaría aprender inglés armando rompecabezas, legos de colores letras, animales, etc. y jugando?	SI	NO
6. ¿Te gustaría aprender inglés cantando canciones?	SI	NO
7. ¿Te gustaría que te enseñen inglés con carteles, fotos, gráficos, películas de dibujos animados?	SI	NO
8. ¿Te gustaría correr, saltar, hacer mímicas, muecas, bailar, jugar en la clase de inglés?	SI	NO
9. ¿Te gustaría jugar en grupos con tus compañeros, e imitar en grupos a los dibujos animados?	SI	NO
10. ¿Te gustaría hacer mascarás, casas, muñecos de animalitos, con papel, plástico, cartulina, etc, decorarlo como tu quieras?	SI	NO

APPENDIX 2
PARA PROFESORES
ENCUESTA DE MEJORAMIENTO DEL PROCESO ENSEÑANZA APRENDIZAJE

Estimados Profesores:

Estoy interesado en mejorar la enseñanza de inglés en el Primer Año Básico. Su valiosa participación y opinión en este estudio me ayudará a entender mejor el proceso de enseñanza- aprendizaje. Por favor emplee unos minutos de su tiempo para llenar este cuestionario de la forma mas sincera y sin compromiso alguno. Sus respuestas serán manejadas con la mayor discreción y reserva

1. Are children interested in English in the First Basic Year? YES () NO ()
2. Do you think children area able to answer your questions? YES () NO ()
3. Do you think children are able to understand your questions? YES () NO ()
4. In your opinion will the children develop speaking ability through games?
YES () NO ()
5. In your opinion will the children reason better solving puzzles and memory games?
YES () NO ()
6. Do you think are children motivated to learn by listening and singing songs music and chants?
YES () NO ()
7. Do children understand better by creating internal images and pictures and transfer them to the reality?
YES () NO ()
8. Do children learn better moving their bodies mimics and gestures (T.P.R.)
YES () NO ()
9. Do children develop friendship and motivation by working in groups?
YES () NO ()
10. Are children able to set up goals and increase their creativity by working in projects up to them?
YES () NO ()

Thank you for your collaboration