UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CARRER

TITLE

THE MULTIPLE INTELLIGENCES, APPLIED IN THE ENGLISH TEACHING PROCESS, WITH STUDENTS OF THIRD YEAR OF BACHILLERATO, AT LA SALLE HIGH SCHOOL, MORNING SECTION, ACADEMIC YEAR 2014 – 2015.

Thesis previous requirement to obtain the Bachelor's Degree in Sciences of Education, English language specialization

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2015

CERTIFICATION

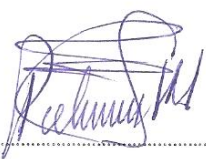Mg. Sc. María Patricia Rodríguez Ludeña

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That the present research work entitled: **THE MULTIPLE INTELLIGENCES, APPLIED IN THE ENGLISH TEACHING PROCESS, WITH STUDENTS OF THIRD YEAR OF BACHILLERATO, AT LA SALLE HIGH SCHOOL, MORNING SECTION, ACADEMIC YEAR 2014 – 2015,** responsibility of the undergraduate student Geovanny Leonardo Gutierrez Machuca.

It has been thoroughly revised and analyzed the process reports of the research. I therefore, authorize its presentation for the pertinent legal aims.

Loja, July 10th, 2015

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Lcdo. Jhimi Bolter Vivanco Loaiza   **Miembro del tribunal**

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Finally, my special gratitude to Mg. Sc. Maria Patricia Rodríguez Ludeña, whose encouragement, guidance and support, enabled me to fulfil successfully this work.

THE AUTHOR

DEDICATION

With much love this thesis work is dedicated firstly to God; to my son Bryan Steve and my dear wife Gabriela Alexandra for their unconditional support during the development of this research work.
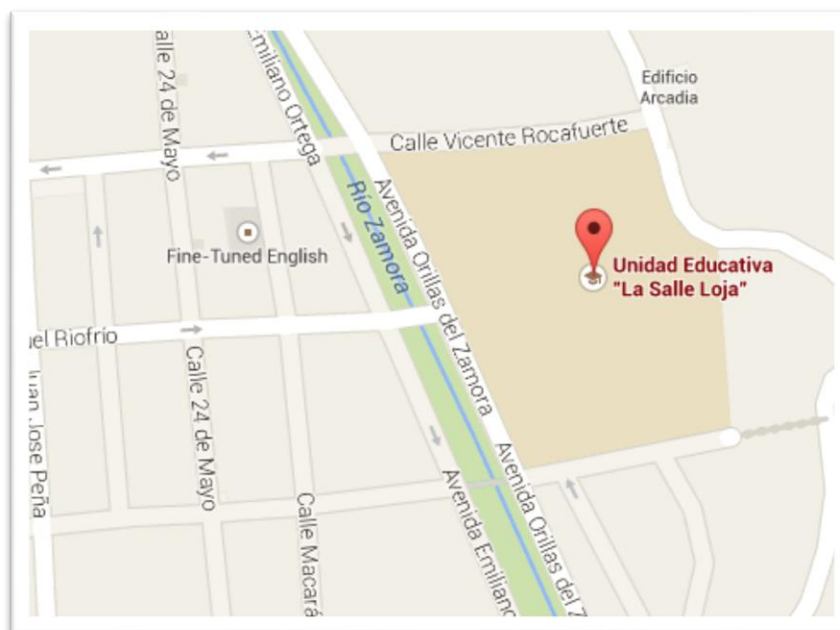
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MATRIX GEOGRAPHIC SCOPE

ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN										
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TESIS	**GUTIERREZ MACHUCA GEOVANNY LEONARDO THE MULTIPLE INTELLIGENCES, APPLIED IN THE ENGLISH TEACHING PROCESS, WITH STUDENTS OF THIRD YEAR OF BACHILLERATO, AT LA SALLE HIGH SCHOOL, MORNING SECTION, ACADEMIC YEAR 2014 – 2015**	UNL	2015	ECUADOR	ZONA 7	LOJA	LOJA	SAN SEBASTIAN	ZAMORA HUAYCO	CD	Licenciado en Ciencias de la Educación, mención: Idioma Inglés

GOEGRAPHIC MAP AND SKETCHES

CROQUIS

OUTLINE THESIS

a. TITLE

THE MULTIPLE INTELLIGENCES, APPLIED IN THE ENGLISH TEACHING PROCESS, WITH STUDENTS OF THIRD YEAR OF BACHILLERATO, AT LA SALLE HIGH SCHOOL, MORNING SECTION, ACADEMIC YEAR 2014 – 2015.

b. RESUMEN

El presente trabajo de investigación titulado **THE MULTIPLE INTELLIGENCES, APPLIED IN THE ENGLISH TEACHING PROCESS, WITH STUDENTS OF THIRD YEAR OF BACHILLERATO, AT LA SALLE HIGH SCHOOL, MORNING SECTION, ACADEMIC YEAR 2014 – 2015,** se realizó con el propósito de determinar la influencia de las inteligencias múltiples aplicadas en el proceso de enseñanza del idioma Inglés. El método principal usado durante el presente trabajo de la investigación fue el método científico, que ayudó a encontrar la verdad sobre el objeto investigado. También, fue necesario utilizar los métodos: descriptivo, analítico- sintético y explicativo que han servido para el desarrollo del proceso de investigación. Además, se utilizó la técnica de la encuesta que fue aplicada para recoger información acerca del proyecto de investigación aplicado a 5 profesores y 90 estudiantes. De igual forma, los resultados muestran que la mayoría de los profesores del colegio investigado, aplican las inteligencias múltiples y técnicas en el proceso de enseñanza de inglés con sus estudiantes.

ABSTRACT

The present research work entitled**: THE MULTIPLE INTELLIGENCES, APPLIED IN THE ENGLISH TEACHING PROCESS, WITH STUDENTS OF THIRD YEAR OF BACHILLERATO, AT LA SALLE HIGH SCHOOL, MORNING SECTION, ACADEMIC YEAR 2014 – 2015,** sought to determine the influence of the multiple intelligences applied in the teaching process of English language. The main method used in this research work was the scientific method, which helped find the truth about the investigated object. Also, it was necessary to use methods: descriptive, analytic and synthetic explanatory that have served for the development of the research process. In addition, the survey technique was applied to collect information about the research project applied to 5 teachers and 90 students was used. Likewise, the results show that most of the teachers in the researched high school, apply the multiple intelligences   and techniques in the English teaching process with their students.

c. INTRODUCTION

English is one of the most important languages around the world. Also, it is spoken as the first language, by millions of people who use it for business, jobs, travelling, study, meeting new people and communicating with others.

This research work about the multiple intelligences that are applied, in the English teaching process contains relevant information about when teachers and students can use their multiple intelligences in the English class. It is important that teachers know the specific moment for using it and the students feel comfortable and motivated to learn the foreign language. For that reason, the researcher considers important to develop the present research.

The multiple intelligences, applied in the English teaching process, with students of third year of bachillerato, at La Salle High School, morning section, academic year 2014 – 2015. Thus, the researcher investigated the influence of the multiple intelligences, applied in the English teaching process that is convenient to use in order to improve the English language learning.

The specific objectives that are related to the present research are: To describe how teachers apply the multiple intelligences in the English teaching process, with students of third year of bachillerato, at La Salle High School, morning section, academic year 2014 – 2015. The second specific objective: To

identify which intelligences are mostly emphasized, with students of third year of bachillerato, at La Salle High School, morning section, academic year 2014– 2015.

In relation to the main problem, it was established as the general hypothesis of this research work: The multiple intelligences applied by the teachers influence on the English teaching process, with students of third year of bachillerato, at La Salle High School, morning section, academic year 2014 – 2015.

To develop this work. It was necessary to use some methods such as the scientific method to obtain and analyze the theoretical referents; the analytic-synthetic method to analyze the obtained results through the field instruments, to make the interpretation of the data and to establish the conclusions and, the explicative method to give point of view according to the obtained results and explain the theoretical referents about the multiple intelligences applied, in the English teaching process. It is important to mention that the descriptive statistic method was used as a tool that facilitated the representation of the data in charts and graphs for a better comprehension.

The technique used was the survey, which was applied to 90 students and 5 English teachers in order to collect real data and to know the present situation of the researched institution.

The present work contains the following parts: the introduction which describes the contextualization of the research work. Then, the Summary where you can find a compendious of the research work. After, the Literature Review, that has the theoretical references related to the variables about the multiple intelligences, applied in the English teaching process; next the Materials and Methods, where different methodological elements, instruments and procedures were used to develop the research. After that, the Results which include the interpretation and analysis of the all questions in order to accept or deny the hypotheses. Finally, the Conclusions through which it is deduced the actual situation of the researched institution and, the recommendations.

d. LITERATURE REVIEW

- **MULTIPLE INTELLIGENCES**

Definitions.

According to Gardner, (2009) "a proponent of cognitive perspectives, stated that intelligence is not a single capacity. He defined intelligence as the capacity to solve problems" or to create fashion products that are valued within one or more cultural settings. He suggested that everybody possess a different mind and all individuals have personal intelligence profiles that consist of combinations of eight different intelligence types.

- **Linguistic Intelligence.**

In agreement with Gardner, (2009) "is the ability to use words effectively both orally and in writing". This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically. People who have this intelligence usually have a good vocabulary.

- **Logical-Mathematical Intelligence.**

In consonance with Gardner, (2009) "this intelligence consists of the capacity of solving problems logically", carry out mathematical operations, and investigate

issues scientifically. He says that, it entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking. People with this intelligence think by reasoning, and they love experimenting, questioning, figuring out logical puzzles, and calculating.

- **Musical Intelligence.**

Conforming to Gardner, (2009) "this intelligence involves skill in the performance, composition and appreciation of musical patterns". It includes the capacity to recognize and compose musical pitches, tones and rhythms. He says that, musical intelligence runs in an almost structural parallel to linguistic intelligence. People who are musically intelligent can usually hear music in their hands and learn songs quickly. They like to play some musical instruments or spend hours listening to music on the internet, iPhone or mp3.

- **Bodily-Kinesthetic Intelligence.**

As stated by Garden (2009) "this kind of intelligence entails the potential of using one's whole body or parts of the body to solve problems". It is the ability to use mental abilities to coordinate bodily movements. He says that, mental and physical activity as related. People with a preference for this kind of intelligence generally have skills such as strength, balance endurance, flexibility and coordination. People with this kind of intelligence enjoy Role play, Drama and Gesturing.

- **Spatial Intelligence**

As asseverated by Gardner, (2009) "It involves visual perception of the environment", the ability to create and manipulate mental images, and the orientation of the body in space. It is commonly seen operating at high levels in architects, artists, surgeons, and pilots.

- **Interpersonal Intelligence.**

As reported by Gardner, (2009) "this kind of intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people". It allows people to work effectively with others. Educators, salespeople, religious and political leaders and counsellors all need a well-developed interpersonal intelligence.

People with a high preference for interpersonal intelligence always have a talent for understanding other people their feelings, thoughts, motivations, moods, needs and struggles.

- **Intrapersonal Intelligence**

According to Gardner, (2009) "this kind of intelligence entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations". He says

that involves having an effective working model of ourselves, and to be able to use such information to regulate our lives. People with a preference for intrapersonal intelligences prefer understand themselves. In order to do this, they take the time to become aware of many different emotions that live inside of them.

- **Naturalistic Intelligence**

Pursuant to Gardner, (2009) "this kind of intelligence allows people to solve problems by distinguishing among, classifying, and using features of the natural world". This intelligence is commonly seen in people's ability to categorize different kinds of plants and animals and has been harnessed to the task of distinguishing among human-made objects. It is essential to the work of landscape architects, hunters, archeologists, environmental scientists, and farmers. People who use this intelligence are always concerned with observing, classifying and understanding the parts of the physical environment as well as showing understanding of natural phenomena.

- **TECHNIQUES TO DEVELOP THE MULTIPLE INTELLIGENCES.**

According to Armstrong. (2008) "as well as enabling us to find new and innovative ways to address the problems we face, creative thinking techniques also have the ability to help us develop the capacity of our brains to think in different ways, to make better use of their multiple intelligences and

characteristics". We can maximize this ability by thinking carefully about which tools, techniques and approaches are most likely to encourage the development of particular types of intelligence. We can then target their use on the specific intelligences we wish to develop. The following is a selection of creative thinking tools and approaches categorized according to their ability to help develop a particular intelligence.

- **Creative thinking approaches to develop linguistic intelligence**

Any techniques that involve a significant amount of writing and/or speaking will help develop this type of intelligence. Try the following:

- Describe a topic using different words and phrases.

- Write down others' ideas using your own words.

- Clarify your thinking by speaking your thoughts out loud.

- Find someone that you can speak at rather than to.

- Script out a problem or issue in the form of a play.

- Create acronyms and key phrases to develop your verbal memory.

- Write out your experiences in a personal journal.

- Tell the story of a problem, how it began, how it developed and how it was brought to an end.

- Write down your ideas as they occur to you without selfcensorship.

- Read what you have written out loud.

- **Creative thinking approaches to develop logical mathematical intelligence**

Any techniques that involve an analytical approach that breaks things down, build things up or looks for patterns can be used to develop this intelligence. Try the following:

- Ask 'How?' to chunk a problem down and get into its detail.

- Ask 'Why?' to chunk a problem up and obtain its overall context.

- Create process maps of problem areas.

- Identify the positive, effectiveness increasing and negative, effectiveness decreasing attributes of specific products or activities and identify how they can be maximised and minimised respectively.

- Identify the key 'Moments of Truth' in a service or process, those activities that are critical to its effectiveness, and find ways to enhance them.

- **Creative thinking approaches to develop musical intelligence**

Any techniques that encourage the development of musical awareness, sense of rhythm and hearing in general will help enhance this intelligence. Try the following:

- Use rhythmic rhymes and memorable melodies to memorise information.

- Experiment with adding music to your environment. What types of music help you to relax or concentrate? What types of music stimulate and energise you?

- Immerse yourself in the sounds associated with the situation or subject you are addressing.

- Listen to audio reccordings of lectures and books

- Record your own thoughts and ideas and play them back to yourself

- Use participative idea generation techniques that emphasise listening rather than movement.

- **Creative thinking approaches to develop bodily kinaesthetic intelligence**

Any approaches that involve touching and moving will help develop this type of intelligence. Try the following:

- Use post it notes to generate ideas. Then put them on a wall and sort them into categories.

- Use post it notes to create flowcharts and Gantt charts that can be physically built up and manipulated.

- Make something physically real by providing a model people can touch, walk around and interact with.

- Make a problem a physical reality by acting out a role – play.

- If drawing pictures or diagrams make them big so that they maximise the amount of movement required.

- Place whiteboards in different locations so that you can catch ideas as you move around.

- Shuffle, play with and select cards from a 'Whack Pack' to stimulate your thinking.

- Provide stress balls and other tactile toys that people can squeeze and touch whilst they are thinking.

- Rehearse and memorise physical actions such as dance movements to build up your muscle memory.

- Go for a walk or do some other type of physical activity whilst thinking.

- Build models of your ideas with play – dough and other tactile materials.

- **Creative thinking approaches to develop spatial intelligence**

Any techniques that encourage the visual expression and manipulation of thoughts, ideas and concepts will help the development of this intelligence. Try the following

- Draw a picture of a problem or issue.

- Create a mind map of a problem or issue.

- Use diagrams and flow charts instead of words.

- Make visual notes of what someone is saying rather than using words.

- Use pictures and symbols to represent important concepts, or concepts that would take a lot of words to describe.

- Keep a personal sketchbook within which to draw pictures of your ideas.

- Use the cartoon strip approach to 'draw out' the story of a problem or process.

- **Creative thinking approaches to develop interpersonal intelligence**

Any approaches that involve group interaction and communication will help develop this type of intelligence. Try the following:

- Use role - plays involving interaction between two or more people.

- Use any group brainstorming approaches.

- Use Co counselling techniques to encourage questioning and listening.

- Put your self in the shoes of others. How do they think and/or feel about the issue or problem?

- Create new opportunities for face to face contact.

- Personalise the problem. How does it affect a day in the life of an individual?

- Build relationships with people who are different, do different things, or do things differently.

- **Creative thinking approaches to develop intrapersonal intelligence**

Any approaches that involve group interaction and communication will help develop this type of intelligence. Try the following:

- Keep a journal of your ongoing experiences. Think specifically about what you thought, felt and did in specific situations. What insights does this give you?
- Write a script of a situation you want to deal with well. Take note of what you think and feel as you read through it. What insights does this give you?
- Explicitly notice what you are thinking, feeling and doing at the same time as others are speaking. Also, mentally note what you find positive, negative and interesting about what they are saying. Ask yourself why this is.

- **Creative thinking approaches to develop naturalistic intelligence**

Any techniques that involve producing and development your own and others' ideas will help develop this intelligence. Try the following:

- Create mind maps to explore, categorise and develop your thinking about problems and issues.

- Look for ways to create new, improved ideas from separate, initially unrelated ideas.

- Produce new ideas by using random objects and words and their various characteristics and associations to stimulate your thinking.

- **TEACHING LEARNING PROCESS.**

Definitions

In consonance with Cruces (2008) "the teaching-learning process is the heart of education. On it depends the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students".

Teaching and learning are related terms. In teaching-learning process, the teacher, the learner, the curriculum and other variables are organized in a systematic way to reach some predetermined goals.

According to Savery (2009) "learning can be defined as the relatively permanent change in an individual's behavior or behavior potential as a result of experience or practice". This can be compared with the other primary process producing relatively permanent change maturation that results from biological growth and development. Therefore, when we see a relatively permanent change

in other or ourselves we know that the primary cause was either maturation biology or learning experience. As educator there is nothing we can do to alter the individual's biology; the only influence open to use is to provide an opportunity for students to engage in experiences that will lead to relatively permanent change.

Teaching then, can be through of as the purposeful direction and management of the learning process. Note that teaching is not giving knowledge or skills to students; teaching is the process of providing opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher.

- **What do teachers bring to the teaching-learning process?**

As reported by Angelo (2008) "knowledge does not belong to a teacher who is supposed to deliver it; it is rather the result of social interaction and the meanings the teacher and the students construct together". This process is not a linear sequence of events but a dynamic phenomenon, whereby the teacher, who is more knowledgeable, is called upon to act, among other things, as a mediator, influencing and being influenced by the students, who happen to lack this knowledge. In reality, this process is far more complicated than it seems, as there are a host of factors that affect its outcomes, for example, learner abilities, the classroom environment, infrastructure, etc. Here, we will only examine the role of

the teacher and his/her contribution to language learning. Of course, teachers in the real world come in all shapes and sizes, exhibiting a wide range of different personalities, beliefs and ways of thinking and working. Thus, we can not hold that someone who uses methods and models of teaching that differ from the ones informed by research is necessarily

- **Planning and Implementing Student-Centered Lessons**

In agreement with Huitt (2007) "this type of lesson revolves around student created materials. The types of activities and assignments that support student-centered lessons can be easily designed in concert with many of the inquiry-based models discussed in the text of this book". One of the most important aspects of student-centered lessons is allowing students to make choices. Teachers should encourage students to exercise their weaker intelligences, but allow them to explore their stronger areas as well. Listed below are steps to implement a student-centered lesson or unit:

- Carefully identify instructional goals, objectives, and instructional outcomes.
- Consider activities that you can integrate into the lesson or unit that teach to the different intelligences. Teachers need not incorporate all nine intelligences into one lesson.

- When gathering resources and materials, consider those which will allow students to explore their multiple intelligences.

- Specify a timeframe for the lesson or unit.

- Allow for considerable element of student choice when designing activities and tasks for the intelligences

- Design activities that are student-centered, using inquiry-based models of instruction.

- Provide a rubric for student activities. You might consider having students help create rubrics.

- Incorporate assessment into the learning process.

In an effort to maximize students' interest in both the subject matter and their own learning proclivities, teachers may wish to teach their students a little bit about Multiple Intelligences. Teachers can brief the class about each type of intelligence and then follow up with a self-assessment for each student. In this way, students will be able to capitalize on their strengths and work on their weaker areas.

- **Planning and Implementing a Teacher Centered Lesson.**

Structured, teacher-centered activities provide an opportunity for teachers to introduce material and establish prior knowledge and student conceptions. Teachers may lecture students, show informational videos and posters, perform

drills, pose problem-solving exercises, arrange museum visits, and plan outings to concerts. There are all examples of teacher-centered activities. All of these activities integrate the Multiple Intelligences into the subject matter being taught. Teacher-centered lessons should be limited to a few activities that provide a foundation for students to later complete more exploratory tasks in which they can demonstrate understanding of the material. A teacher may choose to start an instructional unit or lesson with teacher-centered activities and then follow up with subsequent student-centered lessons. Teachers may follow these steps when designing and implementing a teacher-centered lesson:

- Identify instructional goals and objectives

- Consider teacher-centered activities that teach to students' Multiple Intelligences. In a teacher-centered lesson, limit the number of activities to two or three.

- Consider what resources and materials you will need to implement the lesson. For example, will you need to schedule a museum visit or to consult the Media Specialist for videos or other media?

- Specify a timeframe for the lesson or unit.

- Provide an opportunity for reflection by students

- Provide a rubric to scaffold student activities

- Integrate assessment into the learning process.

In consonance with Cruces (2007) "assessment is one of the biggest challenges in incorporating Multiple Intelligences in the classroom". It is very important for assessment to be integrated into the learning process. Assessment should give students the opportunity to demonstrate their understanding of the subject matter. One of the main goals of acknowledging and using Multiple Intelligences in the classroom is to increase student understanding of material by allowing them to demonstrate the ways in which they understand the material. Teachers need to make their expectations clear, and may do so in the form of a detailed rubric.

e. MATERIALS AND METHODS

Methodology

This research work is a descriptive and non-experimental investigation. The literature review was carried out to describe and conceptualize the variables involved in this research. Therefore, the descriptive and analytic methods were used to develop this academic work. The bibliographic method was used to gather information and create the theoretical frame. The data collecting and conceptualization of the problem included literature review from books, research papers, institutional reports, and legal documents governing education in Ecuador. The descriptive and analytic methods were used to describe, analyze and interpret the results of the written questionnaires applied to teachers and students.

Techniques and instruments

A written questionnaire was applied to third year of bachillerato English teachers and their students at La Salle High School - morning section- to collect the data needed for this research work. The data gathered in the questionnaire helped the researcher verify or deny the hypotheses.

Procedures

The procedures utilized after the data collection through surveys to teachers and students were the following:

Tabulation. After the application of the questionnaires, all the answers and information were tabulated. The answers to the different questions were counted and arranged in different charts

Organization. The results of the survey after the tabulation were organized according to the variables, independent and dependent. The responses given by teachers and the students were classified in charts to facilitate the analysis. The questions were gathered according to the specific hypotheses, and that evidence helped the writer prove the first and second hypotheses accordingly.

Description. The statistic charts that contain the information allowed the researcher to write descriptions about the results. With this information it was easier for the researcher to contrast and analyze the results of each indicator.

Graphic representation. The results were represented in graphic bars in order to ease the comprehension and interpretation of the data.

Interpretation and analysis. After the tabulation, organization, and graphic representation of the results, the evaluation and interpretation proceeded. A meticulous analysis of the answers in the questionnaires and tables was carried out. These results were supported by the theoretical references.

Hypotheses verification. Once the results were collected, interpreted and analyzed, the research continued with the hypotheses verification by a logical analysis contrasting the collected data with the hypotheses. The description of the indicators with higher tendency allowed the researcher to prove or deny the hypotheses.

Formulation of conclusions and recommendations. The researcher stated the conclusions based on the investigation objectives. Then a set of recommendations was elaborated, pairing one recommendation for each conclusion.

Population

THIRD YEAR OF BACHILLERATO	NUMBER OF STUDENTS
A	30
B	30
C	30
TOTAL	**90 STUDENTS**
Teachers' population	5 English Teacher

f. RESULTS

- **HYPOTHESIS 1:** Teachers do not apply the multiple intelligences on the English teaching process, with students of third year of bachillerato, at La Salle High School, morning section, academic year 2014 – 2015.

**Questions 1: Which options are appropriate to define the Multiple Intelligences?**

a. **Table 1**

DEFINITIONS OF MULTIPLE INTELLIGENCES	STUDENTS		TEACHERS	
	f	%	f	%
Styles to learn	20	22	1	20
Capacity to solve problems	49	54	3	60
Powerful instrument for education	21	23	1	20
Total	90	100	5	100

Source: La Salle/ Teachers and Students' survey.
Researcher: Geovanny Leonardo Gutiérrez Machuca.

b. **Graph 1**

DEFINITIONS OF MULTIPLE INTELLIGENCES

■ Studentes ■ Teachers

Styles to learn: 22, 20
Capacity to solve problems: 54, 60
Powerful instrument for education: 23, 20
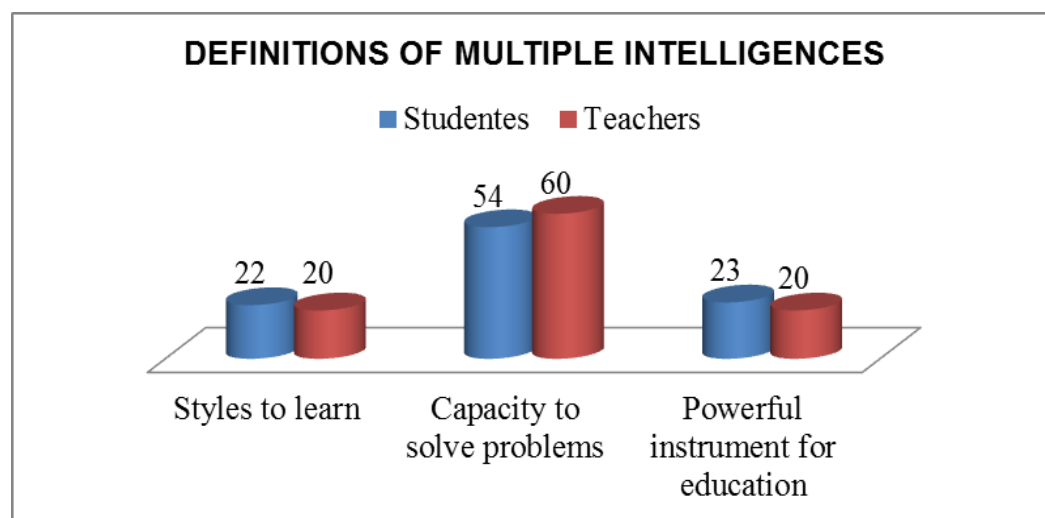
c. Logical Analysis

As a result of the survey applied to the students, the researcher can say that a little more than half of students, define the multiple intelligences as the Capacity to Solve Problems; almost a quarter of students, say that the multiple intelligences are the Styles to Learn; and nearly a quarter of students, define the multiple intelligences as a Powerful Instrument for Education. On the other hand with the obtained results, more than half of teachers consider that the most appropriate definition of multiple intelligences as the Capacity to Solve Problems; while some teachers, mention that the multiple intelligences are the Styles to Learn. That means that the majority of teachers and students have a clear idea about the definition of the multiple intelligences that refers to the Capacity to Solve Problems.

As reported by Gardner (2009), "Multiple intelligences is the capacity to solve problems" people are not born with all of the intelligence they will ever have. He says that intelligence can be learned throughout life. Also, he claims that everyone is intelligent in at least seven different ways and can develop each aspect of intelligence to an average level of competency. Intelligence,

Question 2: Do you take into account the Multiple Intelligences in the teaching-learning process of English Language?
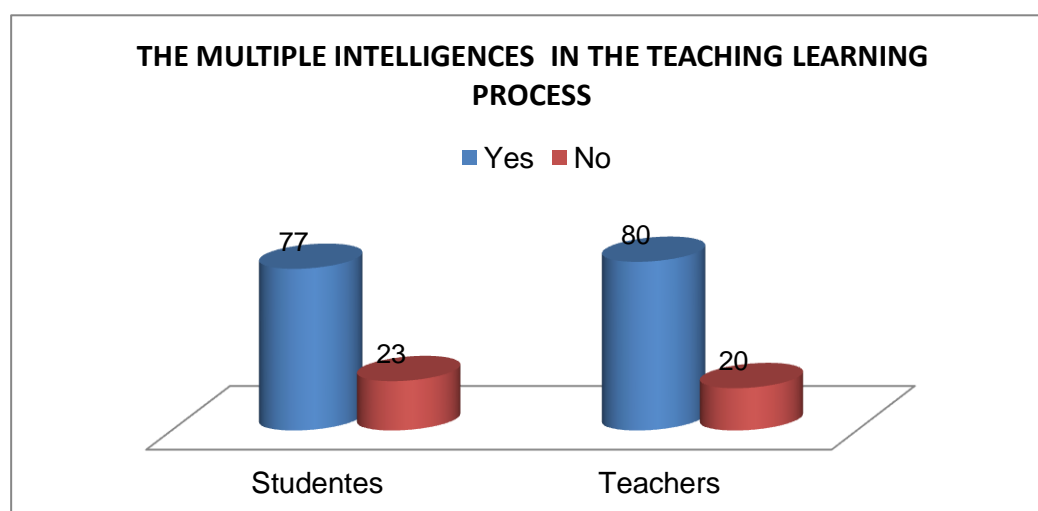
a. **Table 2**

MULTIPLE INTELLIGENCES IN THE TEACHING LEARNING PROCESS	STUDENTS		TEACHERS	
	f	**%**	**f**	**%**
Yes	69	77	4	80
No	21	23	1	20
TOTAL	90	100	5	100

Source: La Salle/ Teachers and Students' survey.
Researcher: Geovanny Leonardo Gutiérrez Machuca.

b. **Graph 2**

c. **Logical Analysis**

The results demonstrate the English teachers take into account the multiple intelligences in the teaching-learning process it was stated by majority of students,

and a few of students, answered negatively. On the other hand teachers answered positively. It is evident that the teachers take into account the Multiple Intelligences in the teaching-learning process of English Language.

As claimed by Armstrong (2008), "the teaching-learning process is the heart of education, it depends the fulfillment of the aims and objectives of education". It is the most powerful instrument of education to bring about desired changes in the students.

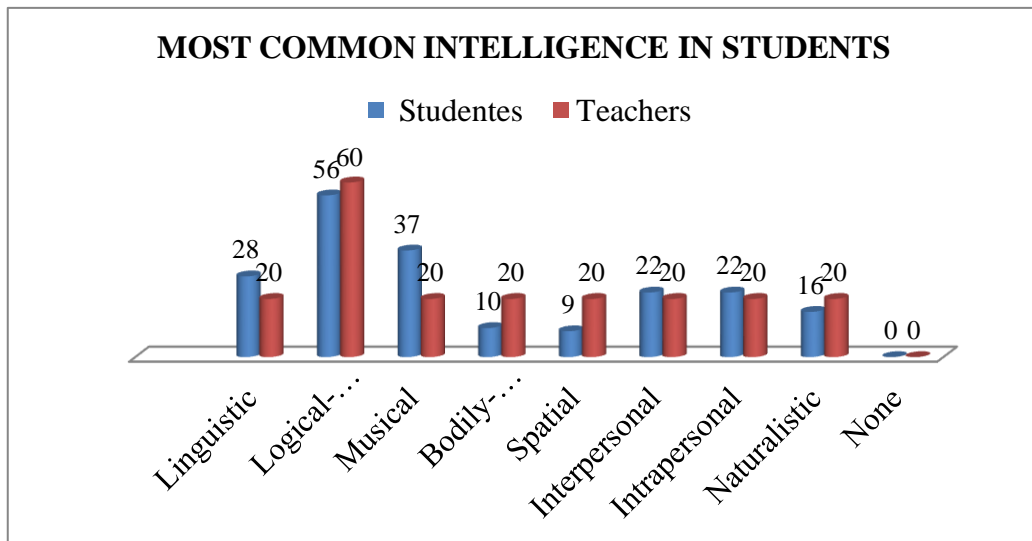**QUESTION 3: Which are the most common intelligences in your students?**

a. **Table 3**

MOST COMMON INTELLIGENCE IN STUDENTS	STUDENTS		TEACHERS	
	f	%	f	%
Linguistic	25	28	1	20
Logical-Mathematical	50	56	3	60
Musical	33	37	1	20
Bodily-Kinesthetic	9	10	1	20
Spatial	8	9	1	20
Interpersonal	20	22	1	20
Intrapersonal	20	22	1	20
Naturalistic	14	16	1	20
None	0	0	0	0

Source: La Salle/ Teachers and Students' survey.

Researcher: Geovanny Leonardo Gutiérrez Machuca.

b. Graph 3

MOST COMMON INTELLIGENCE IN STUDENTS

■ Studentes   ■ Teachers

Linguistic: 28, 20
Logical-…: 56, 60
Musical: 37, 20
Bodily-…: 10, 20
Spatial: 9, 20
Interpersonal: 22, 20
Intrapersonal: 22, 20
Naturalistic: 16, 20
None: 0, 0

c. Logical Analysis

The results, obtained the researcher can say that a little more than half of students, express that Logical-Mathematical is the most common intelligence in students; more than a quarter of students, mention that the Musical intelligence is the most common intelligence in students; a quarter of students, affirm that linguistic intelligence is the most common intelligence in students; the same amount of students, announce that Intrapersonal and Interpersonal is the most common intelligence. However more than half of teachers, express that their students had an inclination by the Logical-Mathematical, though the same amount of teachers, state that the Linguistic, Musical, bodily-kinesthetic, Spatial, Interpersonal, Intrapersonal and Naturalistic intelligence are the most common intelligences in students. As it is evident the most common intelligence in the students is Logical-Mathematical.

In the opinion of Gardner (2009), "the existence of seven intelligences: linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, and the personal intelligences, which consist of the intrapersonal and the interpersonal". He believes that human beings have evolved to display several intelligences rather than exhibiting a single flexible intelligence, he mentions that all intelligences are important, but each person develops them depending on their ability to adapt and the capacity to solve problems.

Question 4: Do you consider the multiple intelligences of your students to apply as teaching techniques?
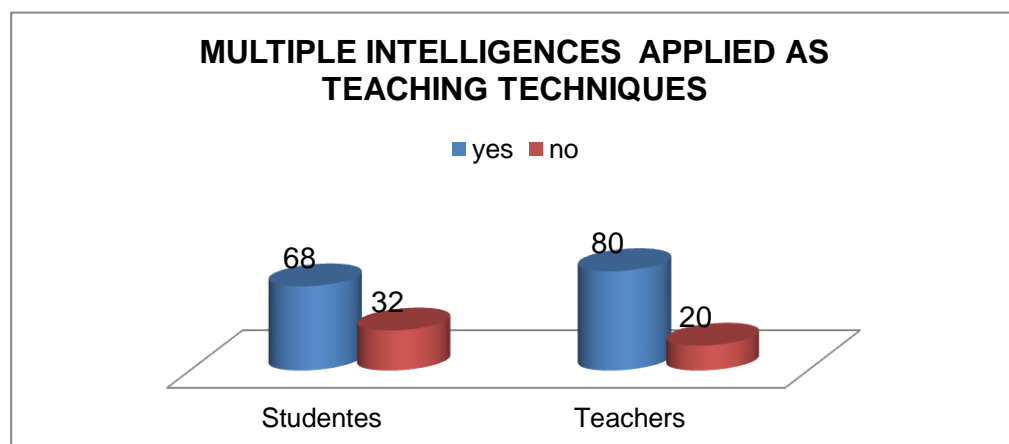
a. Table 4

MULTIPLE INTELLIGENCES TO BE APPLIED AS TEACHING TECHNIQUES	STUDENTS		TEACHERS	
	f	**%**	**f**	**%**
Yes	61	68	4	80
No	29	32	1	20
TOTAL	90	100	5	100

Source: La Salle/ Teachers and Students' survey.
Researcher: Geovanny Leonardo Gutiérrez Machuca.

b. Graph 4

MULTIPLE INTELLIGENCES APPLIED AS TEACHING TECHNIQUES
yes no
68 32 80 20
Studentes Teachers

c. Logical Analysis

The information show that, the majority of students, express that teachers consider the student's multiple intelligences to be applied as teaching techniques; a few students, answered they do not consider student's multiple intelligences. On the other hand, almost all teachers express that they consider the student's multiple intelligences. It is evident that teachers and students consider the student's multiple intelligences as teaching techniques during the teaching-learning process.

As maintained by Salovey (2007), "the multiple intelligences have made a great contribution to education because they offer a large list of techniques, strategies and tools for teaching and improving the eight intelligences, so all teachers have to know about them and apply with their students recognizing that not all people have the same way to learn and think". In general, all approaches to learning and teaching are organized attempts to bring some kind of meaning to our lives. For them, education can be an enriching experience, as long as the meanings that emerge are personal and significant in some part of the person's life

- **HYPOTHESIS 2:** The techniques applied by the teachers are not related to the multiple intelligences in the english teaching process, with students of third year of bachillerato, at La Salle High School, morning section, academic year 2014 – 2015.

**Question 5: Which technique do you apply to develop the Linguistic Intelligence?**

a. **Table 5**

TECHNIQUES TO DEVELOP THE LINGUISTIC INTELLIGENCE	STUDENTS		TEACHERS	
	f	%	%	f
Telling stories	19	21	3	60
Scanning	11	12	1	20
Word Games	24	27	2	40
Puzzles, *word soups*	12	13	3	60
Singing songs	41	46	2	40
Grammar Patterns	45	50	5	100
None	1	1	0	0

Source: La Salle/ Teachers and Students' survey.
Researcher: Geovanny Leonardo Gutiérrez Machuca

b. **Graph 5**
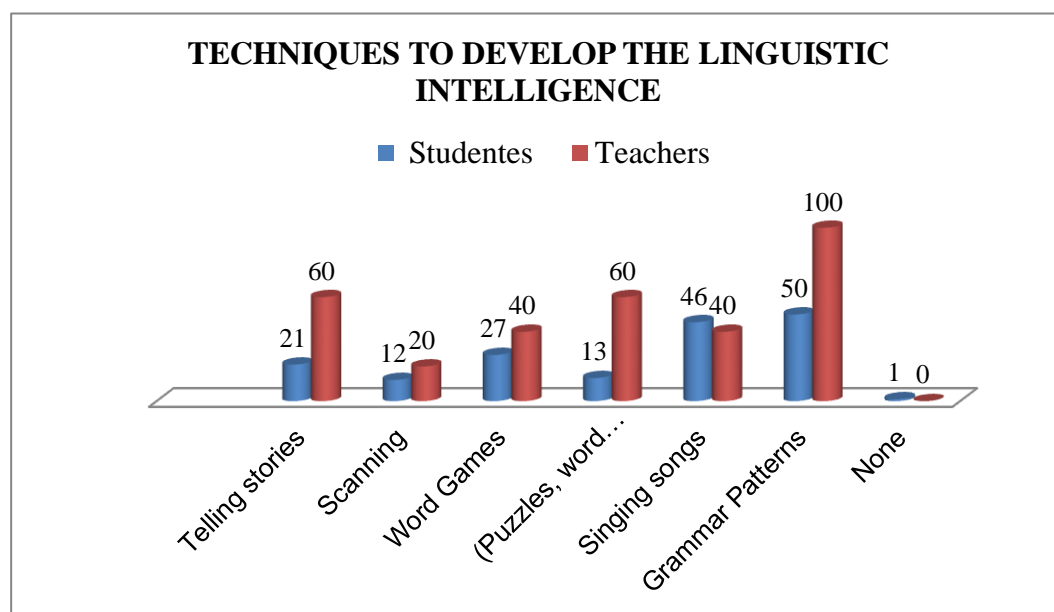
c. Logical Analysis

The results obtained by the researcher can affirm that half of students, tell that Grammar Patterns is the most frequent technique applied by teachers; some students, mention that Singing Songs is the most frequent technique applied by teachers; a little more than a quarter of students, mention that Word Games is the most frequent technique; almost a quarter of informants, asseverate that Telling Stories is the most frequent technique applied by teachers. However all teachers , express that Grammar Patterns is the most used technique by them; also more than half of teachers, mention that Telling Stories, Puzzles and word soups are the most applied techniques in their class; some teachers, affirm that Word Games and singing songs are the most used techniques. It is evident that teachers and students agreed that the main technique applied by teachers to develop the linguistic intelligence was Grammar Patterns.

On the authority of Berman (2008) "this kind of intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals." This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically. People who have this intelligence usually have a good vocabulary. They like to read books and always seem to be absorbed in books and so do well in English class

Question 6: Which techniques do you apply to develop the Logical Mathematical Intelligence?

a. **Table6**

TECHNIQUES TO DEVELOP THE LOGICAL-MATHEMATICAL INTELLIGENCE	STUDENTS		TEACHERS	
	f	%	f	%
Solving problems	64	71	5	100
Experiments	21	23	2	40
Games	12	13	3	60
Visiting the library	3	3	1	20
Memorizing techniques	31	34	3	60
None	0	0	0	0

Source: La Salle/ Teachers and Students' survey.
Researcher: Geovanny Leonardo Gutiérrez Machuca

b. **Graph 6**

TECHNIQUES TO DEVELOP THE LOGICAL-MATHEMATICAL INTELLIGENCE
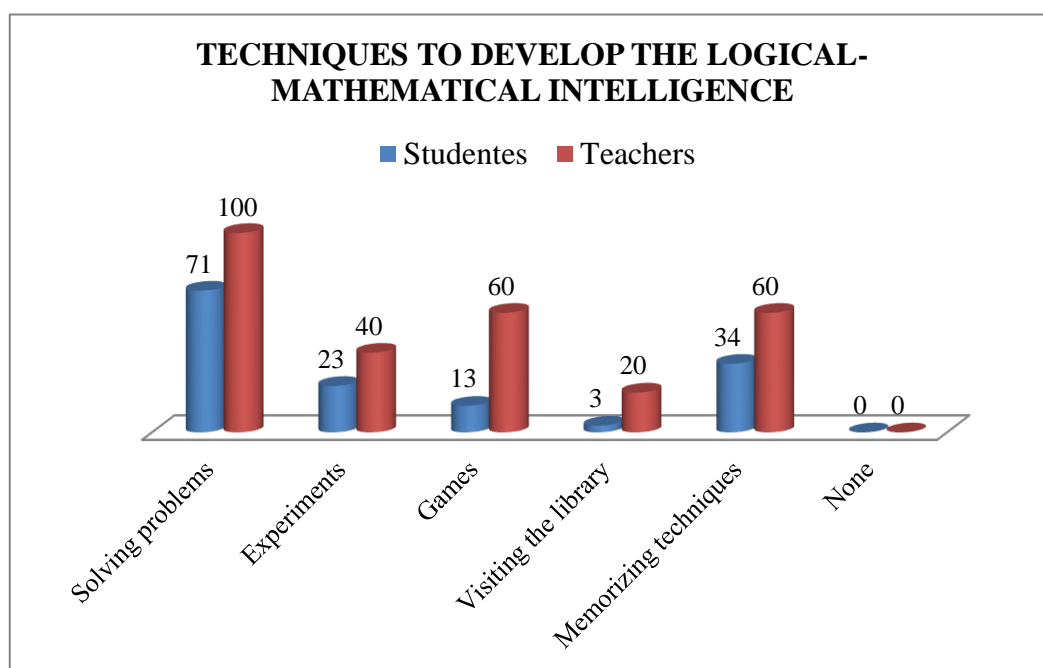
c. Logical Analysis

The researcher can express that the majority of students, state that Solving problems was the technique used to develop the logical-mathematical intelligence; more than a quarter of students, mention that Memorizing techniques was the technique used to develop the logical-mathematical intelligence; almost a quarter of informants, assert that Experiments was the technique used to develop the logical-mathematical. Moreover all teachers mention that Solving Problems was the technique used to develop the logical-mathematical intelligence; more than half of teachers, state that Games and memorizing were the techniques used to develop the logical-mathematical intelligence; some teachers, affirm that Experiments was the technique used to develop the logical-mathematical. That means that teachers and students agreed that the main technique applied by them to develop the logical-mathematical intelligence was solving problems.

As stated by Gardner. (2009), "logical-mathematical intelligence consists on the capacity of solving problems logically", carry out mathematical operations and investigate issues scientifically. He says, that entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.

**Question 7: Which techniques do you apply to develop the Musical Intelligence?**

a. **Table 7**

TECHNIQUES TO DEVELOP THE MUSICAL INTELLIGENCE	STUDENTS		TEACHERS	
	f	%	f	%
Singing songs	60	67	4	80
Tongue twister	4	4	3	60
Identify sounds	26	29	5	100
Listen to audio recordings	36	40	4	80
English Chorus	23	26	3	60
None	3	3	0	0

Source: La Salle/ Teachers and Students' survey.
Researcher: Geovanny Leonardo Gutiérrez Machuca.

b. **Graph 5**
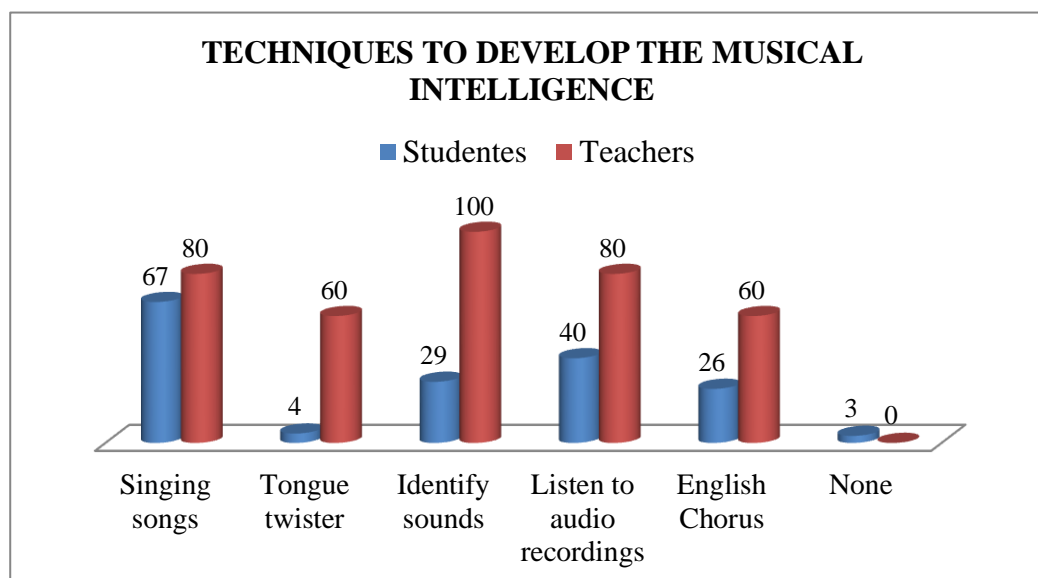
c. Logical Analysis

According to the results, obtained the researcher can indicate that more than half of students, affirm that Singing Songs was the technique applied by teachers to develop the musical intelligence; some students, assert that Listen to audio recordings was the technique applied by teachers; a little more than a quarter of students, maintain that Identify Sounds was the technique applied by teachers. On the other hand, all of teachers, express that Identify sounds Is the technique most used to develop the musical intelligence; the majority of teacher, mention that Singing Songs and Listen to audio recordings were the techniques used to develop musical intelligence; more than half of teachers, mention that Tongue Twister and English Chorus were the technique used to develop musical intelligence. That means that the techniques more used among students and teachers to develop the musical intelligence were Singing Songs, listen to audio recording and Identify Sounds.

In consonance with Garden (2009) "musical intelligence runs in an almost structural parallel to linguistic intelligence". This intelligence involves skill in the performance, composition and appreciation of musical patterns. It includes the capacity to recognize and compose musical pitches, tones and rhythms.

Question 8: Which techniques do you apply to develop the Bodily Kinesthetic Intelligence?
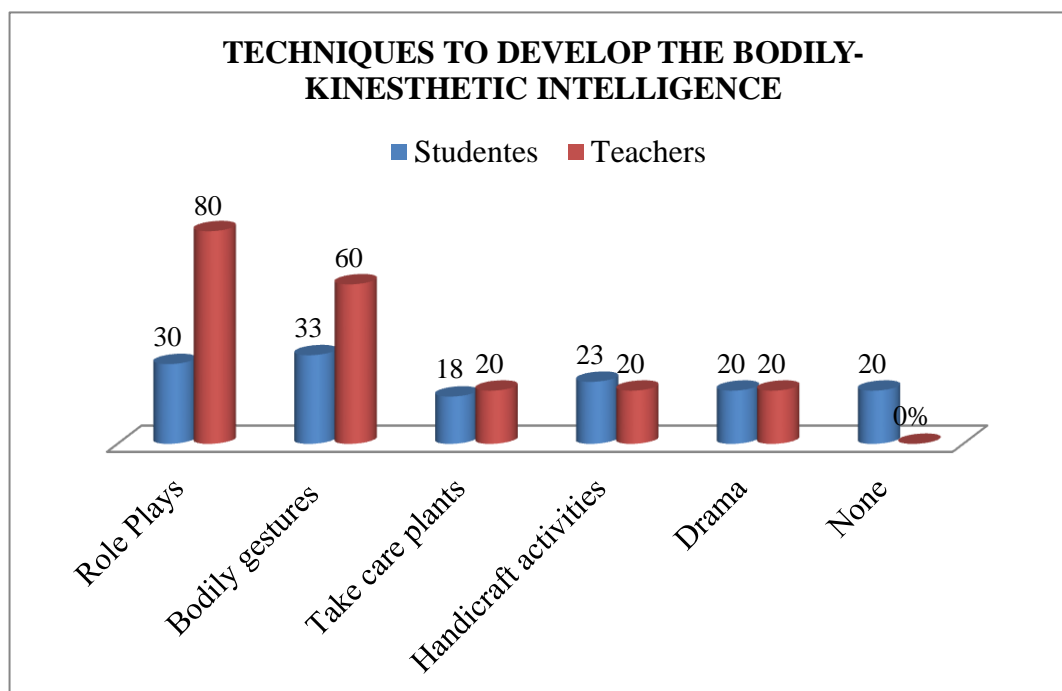
a. **Table 8**

TECHNIQUES TO DEVELOP THE BODILY-KINESTHETIC INTELLIGENCE	STUDENTS		TEACHERS	
	f	%	f	%
Role Plays	27	30	4	80
Bodily gestures	30	33	3	60
Take care plants	16	18	1	20
Handicraft activities	21	27	1	20
Drama	18	20	1	20
None	18	20	0	0

Source: La Salle/ Teachers and Students' survey.
Researcher: Geovanny Leonardo Gutiérrez Machuca.

b. **Graph 8**

c. Logical Analysis

The results of this question indicate that a little more than a quarter of students, express that Bodily gestures was the technique used to develop the bodily-kinesthetic intelligence; more than a quarter of students, state that Role Plays was the technique used; some students, tell that Handicraft activities was the technique used to develop the bodily-kinesthetic intelligence. Besides the majority of teacher, mention that Role Plays was the technique used to develop the bodily-kinesthetic intelligence; more than half of teachers, state that Bodily gestures and Handicraft activities were techniques used. It is evident that the techniques more used between students and teachers to develop bodily-kinesthetic intelligence were Bodily gestures and Role plays.

In agreement with Garden (2009) "sees mental and physical activity as related Bodily-kinesthetic intelligence entails the potential of using one's whole body or parts of the body to solve problems". It is the ability to use mental abilities to coordinate bodily movements.

**Question 9: Which techniques do you teacher apply to develop the Spatial Intelligence?**

a. **Table 9**

TECHNIQUES TO DEVELOP THE SPATIAL INTELLIGENCE	STUDENTS		TEACHERS	
	f	**%**	**f**	**%**
Jigsaw puzzles	19	21	2	40
Cut out activities	29	32	1	20
Finding differences	45	50	5	100
Posters	30	33	3	60
Riddles	15	17	1	20
None	12	13	0	0

Source: La Salle/ Teachers and Students' survey.
Researcher: Geovanny Leonardo Gutiérrez Machuca

b. **Graph 9**
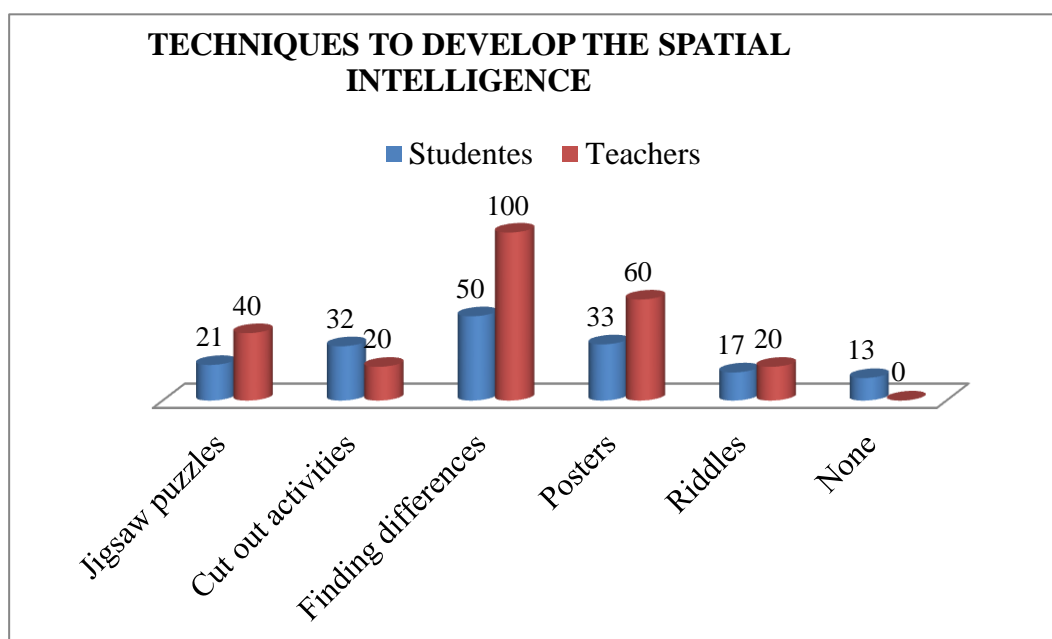
c. Logical Analysis

The results demonstrate that half of students, affirm that the Finding Differences was the technique more used by teachers to develop the spatial intelligence; a little more than a quarter of students, mention that Posters was technique more used by them to develop this intelligence; also more than a quarter of students, remark that Cut out activities was the technique more used by teachers to develop the spatial intelligence; nearly a quarter of students, tell that Jigsaw puzzles was the technique more used by them to develop the this intelligence. On the other hand all the teachers, affirm that the Finding differences was the main technique applied by them; and more than half teachers, state that Posters was the technique more used to develop the spatial intelligence; some teachers, mention that Jigsaw Puzzles was the technique more used to develop the spatial.

That means that the techniques more used among students and teachers to develop the spatial intelligence were Finding Differences and Posters. Through these techniques students can develop their imagination or creativity, visual thinking and understand the main idea or message; moreover it's very useful to catch the students' attention.

As reported by Garden. (2009), "spatial intelligence involves the potential to recognize and use the patterns of wide space and more restricted areas". People who prefer to use this kind of intelligence would rather draw a picture than write a

paragraph. They enjoy rearranging the furniture in their house. The spatial

intelligence people see things that other people probably miss. They notice colors,

shapes and patterns, and how light falls on the objects.

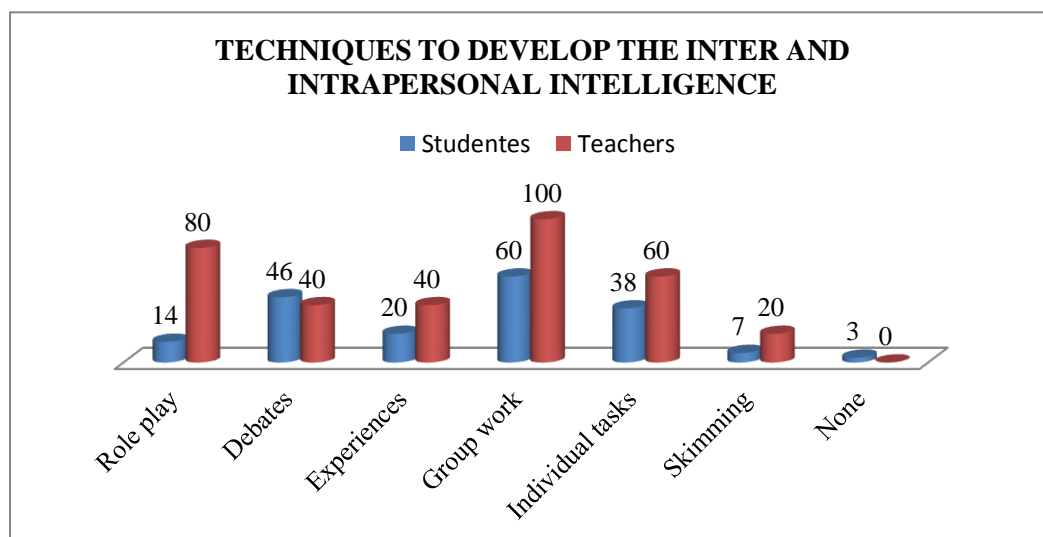**Question 10: Which techniques do you apply to develop the Interpersonal and Intrapersonal Intelligences**?

a. **Table 10**

TECHNIQUES TO DEVELOP THE INTER AND INTRAPERSONAL INTELLIGENCE	STUDENTS		TEACHERS	
	f	**%**	**f**	**%**
Role play	13	14	4	80
Debates	41	46	2	40
Experiences	18	20	2	40
Group work	54	60	5	100
Individual tasks	34	38	3	60
Skimming	6	7	1	20
None	3	3	0	0

Source: La Salle/ Teachers and Students' survey.
Researcher: Geovanny Leonardo Gutiérrez Machuca

b. **Graph 10**

c. Logical Analysis

According to the results obtained more than half of students, mention that Group work was the technique used to develop the inter and intrapersonal intelligence; almost half of students, declare that Debates was the technique used to develop that intelligence; more than a quarter of students, state that Individual tasks was the technique used to develop the inter and intrapersonal intelligence; some students, affirm that Experiences was the technique used to develop the inter and intrapersonal intelligence. Moreover all the teachers, tell that Group work was the technique used; the majority of teachers, assert that role play was the technique used to develop this intelligence; more than half of teachers, mention that individual tasks was the technique used to develop this intelligence; some teachers, tell that debates and experiences were the techniques used to develop the inter and intrapersonal intelligences. It is evident that the technique more used between students and teachers to develop the interpersonal and intrapersonal intelligence was Group work.

As stated by Gardner. (2009) "the interpersonal intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people". It allows people to work effectively with others. Howard Gardner says Intrapersonal Intelligence needs the capacity to understand oneself, to appreciate one's feelings, fears and motivations. It involves having an effective working model of ourselves, and to be able to use such information to regulate our lives.

**Question 11: Which techniques do you apply to develop the Naturalistic Intelligence?**

a. **Table 11**

TECHNIQUES TO DEVELOP THE NATURALIST INTELLIGENCE	STUDENTS		TEACHERS	
	f	%	f	%
Take care of environment	37	41	3	60
Outdoor teaching	13	14	1	20
Listen to nature sounds	24	27	2	40
Gap filling	8	9	1	20
Relate to nature objects	31	34	4	80
None	18	20	0	0

Source: La Salle/ Teachers and Students' survey.
Researcher: Geovanny Leonardo Gutiérrez Machuca.

b. **Graph 11**

TECHNIQUES TO DEVELOP THE NATURALIST INTELLIGENCE
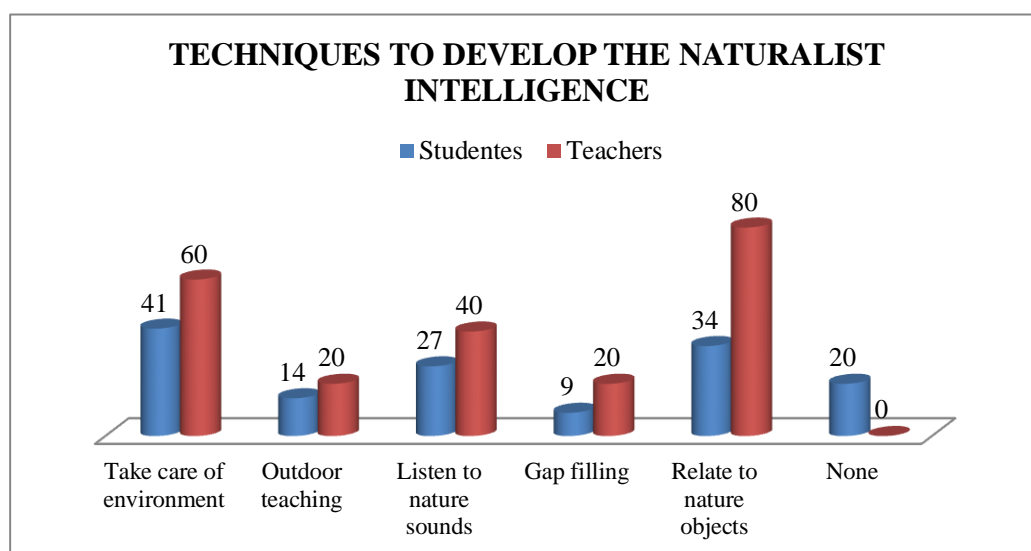
c. Logical Analysis

The results show that some students, mention that Take Care of Environment is the most frequent technique applied by them; more than a quarter of students, state that Relate to Nature Objects was another technique used to develop the Naturalistic Intelligence; a little more than a quarter of students, express that Listen to Nature Sounds was a technique used to develop the Naturalistic Intelligence; a few of students, affirm that Outdoor Teaching was the technique used to develop this intelligence. However, the majority of teachers, state that Relate to Nature was the technique used to develop this intelligence; more than half of teacher, assert that Take Care of Environment was a technique used to develop this intelligence; some teachers, express that listen to Nature Sounds was the technique used to develop the Naturalistic Intelligence; a few of teachers, tell that Outdoor Teaching and Gap Filling were the techniques used to develop this intelligence. It is evident that the techniques more used among students and teachers were Take Care of Environment and   Relate to nature objects.

On the authority of to Garden (2009) "individuals who are high in this type of intelligence are more in tune with nature and are often interested in nurturing, exploring the environment and learning about other species". These individuals are said to be highly aware of even subtle changes to their environments. People who use this intelligence are always concerned with observing, classifying and understanding the parts of the physical environment as well as showing understanding of natural phenomena.
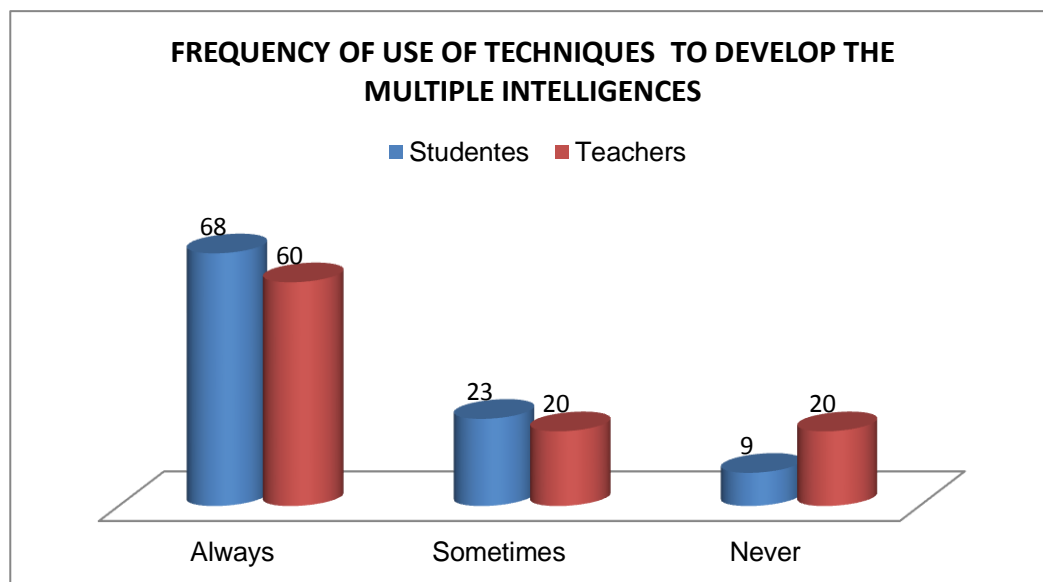
Question 12: How often do you use the techniques to develop the Multiple Intelligences?

a. **Table 12**

FREQUENCY OF USE OF TECHNIQUES TO DEVELOP THE MULTIPLE INTELLIGENCES	STUDENTS		TEACHERS	
	f	**%**	**f**	**%**
Always	61	68	3	60
Sometimes	21	23	1	20
Never	8	9	1	20
TOTAL	90	100	5	100

Source: La Salle/ Teachers and Students' survey.
Researcher: Geovanny Leonardo Gutiérrez Machuca.

FREQUENCY OF USE OF TECHNIQUES TO DEVELOP THE MULTIPLE INTELLIGENCES
■ Studentes ■ Teachers

b. Logical Analysis

According to the results obtained, the researcher can mention that more than half of students, affirm that they always use the techniques to develop the multiple intelligences; almost a quarter of student, state that they sometimes use the techniques to develop the multiple intelligences; and finally a few of students, affirm that they never use the techniques to develop the multiple intelligences. On the other hand more than half of teachers, express that they always use the techniques to develop the multiple intelligences; also a few of students, affirm that they sometimes use the techniques to develop the this intelligences; and finally other few students, state that they never use the techniques to develop the multiple intelligences.

That means that teachers and students agree that they frequently use the techniques to develop multiple intelligences.

In agreement with Brophy (2007) "everyone is born possessing the seven intelligences. Nevertheless, all students will come into the classroom with different sets of developed intelligences". This means that each child will have his own unique set of intellectual strengths and weaknesses. These sets determine how easy (or difficult) it is for a student to learn information when it is presented in a particular manner. This is commonly referred to as a learning style. Many learning styles can be found within one classroom.

g. DISCUSSION

1. HYPOTHESIS ONE

a) Statement

Teachers do not apply the multiple intelligences on the english teaching process, with students of third year of bachillerato, at La Salle High School, morning section, academic year 2014 – 2015.

b) Demonstration

This hypothesis has been proved through question number **one** which is set to verify whether or not the teachers and students knew the appropriate definition of the multiple intelligences.54% of the students and 60% of teachers know what was the appropriate definition. That means that the majority of teachers and students have a clear idea about the definition of the multiple intelligences that refers to the Capacity to Solve Problems.

In question number **two**, 80% of teachers and 69% of students answered that teachers take into account the multiple intelligences in the teaching-learning process of English language. It is evident that the teachers take into account the Multiple Intelligences in the teaching-learning process of English Language.

In question number **three**, that is about to know which intelligence is the most common in students, even when 60% of teachers said that logical mathematical intelligence is the most common in students 56% of students indicate that the logical mathematical intelligence is the most common intelligence among them. As it is evident the most common intelligence in the students is Logical-Mathematical.

In question **four,** 80% of teachers and 68% of students said that teachers consider the students' multiple intelligences to apply teaching techniques. It is evident that teachers and students consider the student's multiple intelligences as teaching techniques during the teaching-learning process.

c) Decision

Taking into account the results and based on the preceding questions -one, two, three and four the surveys applied to teachers and students the researcher **rejects** the first specific hypothesis, because through them, it is demonstrated that teachers do apply the multiple intelligences on the English teaching process, with students of third year of bachillerato, at La Salle High School, morning section, academic year 2014 – 2015.

2. HYPOTHESIS TWO

a) Statement

The techniques applied by the teachers are not related to the multiple intelligences in the English teaching process, with students of third year of bachillerato, at La Salle High School, morning section, academic year 2014 – 2015.

b) Demonstration

In question number **five**, that refered to the applied techniques to develop the linguistic intelligenc,100% of teachers said that the most used technique used for them is Grammar Patterns; and, 50% of students agreed on the same technique. It is evident that teachers and students agreed that the main technique applied by teachers to develop the linguistic intelligence was Grammar Patterns.

Question **six**, was done to know the most used technique to develop the logical mathematical intelligence where, 100% of teachers applied the solving problems technique on their students; and,71% of students agreed on the same technique. That means that teachers and students agreed that the main technique applied by them to develop the logical-mathematical intelligence was solving problems.

In question number **seven**, where the researcher wanted to know about the techniques applied to develop the musical intelligence,100% of teachers used the Identify Sounds techniques; but, 67% of students answered that singing songs is the most used technique applied by teachers. That means that the techniques more used among students and teachers to develop the musical intelligence were Singing Songs, listen to audio recording and Identify Sounds.

Question **eight**, refers 80% that, of teachers used role plays technique and 33% of students indicate that Bodily gestures is the most common technique applied by teachers to develop Bodily Kinestetic intelligence. It is evident that the techniques more used between students and teachers to develop bodily-kinesthetic intelligence were Bodily gestures and Role plays.

Question **nine**, where the researcher referred about the techniques of spatial intelligence, 100% of teachers and 60%, of students said that Finding differences technique is the common one to develop spatial intelligence. That means that the techniques more used among students and teachers to develop the spatial intelligence were Finding Differences and Posters. Through these techniques students can develop their imagination or creativity, visual thinking and understand the main idea or message; moreover it's very useful to catch the students' attention.

In the question number **ten**, 100% of teachers and, 60% of students said that the group work technique is the most used to develop the interpersonal

intelligence; and 60% of teachers and 38% of students agreed on individual tasks technique to develop intrapersonal intelligence. It is evident that the techniques more used between students and teachers to develop the interpersonal and intrapersonal intelligence were Group work and individual tasks

In question number **eleven**, where the researcher wanted to know about the techniques to develop the naturalist intelligence 80% of teachers applied the Relate to nature objects technique while 41% of students said that their teachers apply take care of environment technique to develop naturalistic intellince. It is evident that the techniques more used among students and teachers were Take Care of Environment and   Relate to nature objects

In the question number **twelve** , 60% of teachers said that they   Always use techniques to develop the students' multiple intelligences and 68%) of students agreed on the same technique. That means that teachers and students agree that they frequently use the techniques to develop multiple intelligences.

c) Decision.

Taking into account the results carried out and based on the preceding questions five, six, seven eight nine ten, eleven and twelve of the surveys applied to teachers and students the researcher **rejects** the second specific hypothesis, because through them, it is demonstrated that the techniques applied by the

teachers are related to the multiple intelligences in the english teaching process, with students of third year of bachillerato, at La Salle High School, morning section, academic year 2014 – 2015.

h. CONCLUSIONS

After the analysis and interpretation of the information collected through the questionnaires, the following conclusions were inferred:

- Most of teachers and students are aware of the correct definition of the multiple intelligences. That means that the majority of teachers and students have a clear idea about the concept of the multiple intelligences.

- Most of the teachers in the researched high school, apply the multiple intelligences in the English teaching process with their students.

- The researcher determines that most of students are focused on logical mathematical intelligence; it is evident that it is the most common intelligences among them.

- Most of teachers know about the multiple intelligences techniques and they apply the corresponding ones in each intelligence in the different activities they develop in the classroom.

i. RECOMMENDATIONS

The conclusions allowed the researcher to draw the following recommendations.

- The teachers should keep themselves in constant training, by attending seminars, workshops and courses about the multiple intelligences. By doing this, all teachers will be able to use, choose and adapt them in the classroom.

- Teachers should continue using the multiple intelligences of their students on the English teaching process, because not all of them have the same capacities and abilities to learn, so they will have more opportunities to learn in a better way.

- Teachers should consider all the multiples intelligences of their students in the English teaching process, because they will have more opportunities to learn different things in many contexts.

- Teachers should continue using the multiple intelligences techniques and give more facilities to help their students to use their intelligences in different tasks, where they can do some activities according to their strengths.

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    Inside out, outside in.

k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THEME

THE MULTIPLE INTELLIGENCES, APPLIED IN THE ENGLISH TEACHING PROCESS, WITH STUDENTS OF THIRD YEAR OF BACHILLERATO, AT LA SALLE HIGH SCHOOL, MORNING SECTION, ACADEMIC YEAR 2014 – 2015.

Thesis project previous to obtain the Bachelor's Degree in Sciences of Education, English language specialization

AUTHOR

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2014

a. THEME

THE MULTIPLE INTELLIGENCES, APPLIED IN THE ENGLISH TEACHING PROCESS, WITH STUDENTS OF THIRD YEAR OF BACHILLERATO, AT LA SALLE HIGH SCHOOL, MORNING SECTION, ACADEMIC YEAR 2014 – 2015.

b. PROBLEM

- **Background**

With the creation of La Salle High School, the province of Loja reached its development; in the economic, social, cultural and mainly in humanistic aspects. Thanks to Hermano Emiliano Herrera school principal of La Salle school; all the necessary means were carried out to create the high school in this sector. He travelled to Guayaquil with the relevant documents to register the high school that was created in 1978, belonging to Loja city. By mean of the Supreme ordinance of the Government council, signed with the number 3184-C, on January 25th, 1979 and published in the official register 770 on February 9th of the same year, the Basic level of La Salle High School was created.

The academic work began in October 1978 with 43 enrolled students and 4 teachers. On October 20th, 1979 teacher Viton Antonin, was in charged of the high school management; in an efficient way he guided the future of this high school until March 1981. After this, teacher Eduardo Muñoz Borrero was named as the principal of the high school for 10 years, and he bought the land where the high school was built.

In 1984 -1985, the first eight students got the baccalaureate degree. Since then, there have been 21 groups of students in the specialty of Biological Chemistry,

who have finished their studies in this high school; a large percentage of these students continued their studies at university, and they obtained their professions as doctors, lawyers, agricultural engineers, teachers, veterinarians, etc.

The students increase annually around 10%, and this shows the acceptance and trust gained by the high school. This is why this institution is preferred by students in the local area.

Its mission is to create a formative integral compromise, based on the respect and the solidarity towards the people around and any occupational environment that they will have in the future.

Its vision is to diversify the educational offer creating new courses, with a growing capacity of human-civic relationship and according to the new advances in science and technology and the needs of the society

And nowadays, this institution works with 50 teachers and five of them are of the English area and there are 987 students among men and women.

This high school has 5 English teachers 2 administrative staff and 2 employees of service staff. The new Principal is Dr .Miguel Angel Ochoa, who has collaborated in the development of this high school.

- **CURRENT SITUATION OF THE RESEARCH OBJECT**

The English language is so vitally important nowadays because is one of the most spoken language that truly links the whole world together. Thus, many educational institutions have included English as one of their major subject.

In recent years, the idea that the theory of Multiple Intelligences (Ml) might contribute something valuable to English Language Teaching in general and in particular by providing a more learner-centered approach to materials design and methodology has become fashionable among teachers and course directors, who are nevertheless at a harm as to how to implement it.

This enquiry is perhaps typical of those from teachers who succumb to" psychobabble" and fashion, of which Multiple Intelligences is one of the most recent, without understanding the implications of what is being put forward.

Firstly, Multiple Intelligences is not a theory of first or second language acquisition although it is in the sense that it attempts to explain how learning in different areas it is facilitated or hindered by supposedly innate individual differences in brain physiology. Multiple Intelligences could be considered as a learning style. It does not state that different learners acquire the same skills in different ways simply that different people learn the same things at different rates.

Also, not all componential theories of intelligence are nativist. For example the ability of someone in one thing could be better or worse than other.

Besides, the emphasis on adapting teaching materials and methods to the preferred learning styles that different learners have been around for a long time. Learning style is a broad concept that attempts to encompass the totality of psychological functioning as this affects learning and can be seen as the interaction of personality - i.e. a person's motivations and habitual cognitive, emotional and behavioral responses to the environment - with cognitive style, which refers typically to a person's preferred modality of information processing (kinesthetic, visual or auditory).

In Latin America the theory of Howard Gardner is analyzed as an option to try to understand the performance to do things for students and learners of any age and in any period of time, within such a theory there is no way in which different activities can directly influence language acquisition. There are a lot of activities that each person could do and inside each activity there is an ability that is developed by the same person.

However, in the case of Ecuador, the English language learning faces many problems because high school students do not acquire even a basic level of English, so that in the future they will face difficulties to work in the current professional fields.

In this sense, the Multiple Intelligences play an important role in the English teaching process and have a great influence in the development of their language skills; hence teachers need to know how to make this process relevant and meaningful for students.

However it has been possible to verify that in La Salle High School, the teachers carry out the English teaching based on Postcards, English book of the Ministry of Education, that contains topics that guide teaching in a habitual way, and the students do not have a space to develop their English language skills.

Therefore the teachers give their classes for all the students in a general way, but they do not take into account the different methods and students' techniques to learn, some students have different background from others.

For instance, when teachers use didactic material to teach whatever theme is more useful for some students but for others it is not necessary, the lack of motivation is another problem into the teaching-learning process of English language because some students are not being motivated from home and they cannot develop effectively their aptitudes.

Most of the teachers do not have been trained to work diversifying the methodology, so that all the students should have the same opportunity to learn.

The use of materials, methods and students' techniques to learn, which has been produced by Howard Garden, for a pedagogical purpose, can help students achieve these goals and make the class more interactive and fun, so that students create the habit of loving the language. Nevertheless, in this Institution English teachers do not take into account the different methods and students' techniques to learn, due to the fact that they just tend to follow an English book, as a guide, which provokes the classes to become monotonous, less interesting and less significant.

The use of multiple intelligences is definitely necessary in the development of both receptive and productive skills, since they activate learning and help retain information. In addition, as claimed that exposing learners to such language features will certainly enable them to cope with genuine interaction either inside or outside the classroom.

However the researched Institution has not been taught with few or nothing about the multiple intelligence, materials and methods and learning styles, due to the fact that teachers use common materials like books, workbooks, tape recorder, dictionary, and they do not search in the Internet new kind of method and techniques about multiple intelligences, applied in the english teaching process, neither they find ways to obtain them, in order to contribute on the development of their intelligence.

On the other hand, the teachers do not take into account the multiples intelligence and learning styles in the teaching learning process. However in the researched Institution teachers do not have this knowledge, about the multiple intelligences and the techniques applied by the teachers are not related. Based on the mentioned problems it is convenient to establish the following research problem:

- **RESEARCH PROBLEM**

HOW DO THE MULTIPLE INTELLIGENCES ARE APPLIED, IN THE ENGLISH TEACHING PROCESS WITH THE STUDENTS OF THIRD YEAR OF BACHILLERATO, AT LA SALLE HIGH SCHOOL, MORNING SECTION, ACADEMIC YEAR 2014 – 2015?

- **DELIMITATION OF THE RESEARCH**

  - **Temporal. -** The present project will be developed during the academic year 2014-2015.
  - **Spatial. -** The stated project will be done at La Salle High School, morning section in Loja.
  - **Observation Units.** The groups who will provide the required information about the research theme are:
    - The students of third year of bachillerato A,B,C that are 120
    - The English teachers that are five.

- **SUBPROBLEMS:**

The sub-problems derived from the general problem are:

- What is the role of the multiple intelligences in the English teaching process, with the students of third year of bachillerato, at la Salle high school, morning section, academic year 2014 – 2015?

- What kind of techniques do the teachers apply to develop the multiple intelligences in the English teaching process with the students of third year of bachillerato, at la Salle high school, morning section, academic year 2014 – 2015?

c. JUSTIFICATION

The role of the multiple intelligences is so important in our actual educational society because through these, the teachers can work properly with their students' aptitudes, so that this contributes to develop the quality of education.

This research work has a big importance because it is authentic and actual, which reforms the concept of intelligence. It also motivates to carry out this research; it is a tangible problem in our society and it is our responsibility to establish some methods to improve the students' development because the next generations depend on us.

This study is feasible because it has the support of the authorities, students' population and the enough bibliography resources, the instruments of investigation, books and students' scores that will let to obtain the real data and demonstrate scientifically the results.

From the scientific point of view it is necessary to carry out this project because the study of multiple intelligences can help students to define certainly, which are their main abilities in order to discover their learning style, and this will let us to determine the causes that are affecting the students' learning and in this way to improve the English teaching-learning process.

The investigation is also justified because as undergraduate of the English Language Career at of the Universidad de Loja, and the elaboration of a research work is a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Teaching.

Finally the present research work will include some recommendations based on the obtained results and in the theory it will be feasible to improve the problematic found in the researched institution.

d. OBJECTIVES

- **General Objective**

  - To determinate the influence of the multiple intelligences, applied in the english teaching process, with students of third year of bachillerato, at La Salle High School, morning section, academic year 2014 – 2015

- **Specific Objectives**

  - To describe how teachers apply the multiple intelligences in the english teaching process, with students of third year of bachillerato, at La Salle High School, morning section, academic year 2014 – 2015.

  - To identify which intelligences are mostly emphasized, with students of third year of bachillerato, at La Salle High School, morning section, academic year 2014 – 2015.

e. THEORETICAL FRAMEWORK

1. The multiple intelligences

1.1. Definition

According to (Howard Gardner, 1997) defines the intelligence as the capacity to solve problems or to fashion products that are valued in one or more cultural setting. The importance of Gardner's definition is double:

First, it amplifies the area of what intelligence is and recognizes what we knew intuitively, because the academic brilliancy is not all in the time to learn something. When we need to affront different aspect in the life, it is not simply to have a good academic expedient. There are people with a great intellectual capacity but they are unable to select correctly their friends, or vice versa.

Second but not less important, Gardner defines the intelligence as a capacity. Sometimes before, the intelligence was considered something innate and immovable. People were born intelligent or not, and the education could not change this fact. So that, in nearly ages to deficient psychics; they were not educated because the effort was considered ineffective.

To define the intelligence as a capacity, Gardner changes it into an ability that could be developed. Gardner does not deny the genetic component. All of us were

born with marked potentialities by genetic. But these potentialities will be developed in different ways, depending on natural environment, lived experiences, the acquired education, etc.

Howard Gardner argued that he was making two essential claims about multiple intelligences:

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

People have a unique blend of intelligences. Howard Gardner argues that the big challenge facing the deployment of human resources is how to best take advantage of the uniqueness conferred on us as a species exhibiting several intelligences."(Gilman, (2012) [2008],)

1.2. Types of intelligences

Howard Gardner initially formulated a list of seven intelligences. His listing was provisional. The first two have been typically valued in schools; the next three are usually associated with the arts; and the final two are what Howard Gardner called personal intelligences.

1.3. Visual-Spatial Intelligence

"This area has to do with vision and spatial judgment. People with strong visual-spatial intelligence are typically very good at visualizing and mentally manipulating objects. Those with strong spatial intelligence are often proficient at solving puzzles. "They have a strong visual memory and are often artistically inclined. Those with visual-spatial intelligence are also generally have a very good sense of direction and may also have very good hand-eye coordination, although this is normally seen as a characteristic of the bodily-kinesthetic intelligence.(Hegarty, 2010)

Some critics point out the high correlation between the spatial and mathematical abilities, which seems to disprove the clear separation of the intelligences as Gardner theorized. Since solving a mathematical problem involves reassuringly manipulating symbols and numbers, spatial intelligence is involved in visually changing the reality.

A thorough Understanding of the two intelligences precludes this criticism, however, as the two intelligences do not precisely conform to the definitions of visual and mathematical abilities. Although they may share certain characteristics, they are easily distinguished by several factors, and there are many with strong logical-mathematical intelligence and weak visual - spatial, and vice versa".(Hegarty, 2009)

1.4. Bodily-Kinesthetic Intelligence

This area has to do with movement and doing. People are generally good at physical activities such as sports or dance. People who have this intelligence usually learn better by getting up and moving around. They may enjoy acting or performing, and in general they are good at building and making things. They often learn best by physically doing something, rather than reading or hearing about it. Those with strong bodily-kinesthetic intelligence seem to use what might be termed muscle memory. "They remember things through their body such as verbal memory or images. They require fine motor skills that require dancing, athletics, surgery, craft and other movement functions. In artificial Intelligences programs are being developed to mimic the movement of athletics through games and other computer related items but they will not take the place of the actual movement of this intelligence physically. Careers which suit those with this intelligence include athletes, dancers, actors, surgeons, builders, and soldiers. Although these careers can be duplicated through virtual simulation they will not produce the actual physical learning that is needed in this intelligence"(Armstrong, 2009).

"Bodily kinesthetic learning style is one of eight types of learning styles defined in Howard Gardner's theory of Multiple Intelligences. Bodily kinesthetic learning styles, or intelligence, refer to a person's ability to process information through the hand and body movement, control, and expression.

Bodily Kinesthetic Learning Style - Characteristics of Bodily Kinesthetic Learning Style

Bodily kinesthetic learning styled people enjoy school activities such as drawing, modeling, sculpting, drafting, shop, athletics, dance, and hands-on sciences. Bodily kinesthetic learners enjoy creating work with their hands, may have a lot of energy and need to move, and may be talented athletes.

Bodily Kinesthetic Learning Style - How Bodily Kinesthetic Learning Styled People Learn Best.

People with bodily kinesthetic learning styles learn best when they are permitted to use their tactile senses and fine and gross motor movement as part of the learning process. They often prefer direct involvement with material they are learning than worksheets or reading from a book. Bodily kinesthetic learning style students understand and remember material longer when they use it in an active way.(H. Gardner, (1999).)

- **Bodily Kinesthetic Learning Style - Bodily Kinesthetic Learning Style Career Choices**

"The bodily kinesthetic learning styled student may be drawn to careers such as professional dancer, athletic coach or trainer, aerobics instructor, artist in painting,

sculpture, or woodworking, factory work with moving systems, postal carrier, emergency rescue worker, fire fighter or police officers, or military.

1.5. Musical Intelligence

"This area has to do with rhythm, music, and hearing. Those who have a high level of musical-rhythmic intelligence display greater sensitivity to sounds, rhythms, tones, and music. They normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. Since there is a strong auditory component to this intelligence, those who are strongest in it may learn best via lecture. In addition, they will often use songs or rhythms to learn and memorize information, and may work best with music playing in the background

Careers which suit those with this intelligence include instrumentalists, singers, conductors, disc-jockeys, and composers.

- **Musical Learning Styles**

What is a musical learning style?

"The musical learning style is one of eight types of intelligence defined in Howard Gardner's theory of Multiple Intelligences. Musical learning style refers to a person's ability to understand and process sound, rhythm, patterns in sound, relationships

between sounds, and ability to process rhymes and other auditory information (Silver, Strong, & Perini, 1997)

Characteristics of musical learning styles

Musically learning styled people enjoy school activities such as music performance and appreciation, band, choir, orchestra, and writing poetry or songs. The musically talented person enjoys being surrounded by music and can appreciate many different types of music and sounds. They may be avid collectors of music, may join a band or choir, or may enjoy playing one or more instruments. They may often be found humming or drumming out beats with their hands. Many are also creative in other areas as well.

How do musical learning styled people learn best?

"People with musical learning styles learn best when taught using spoken instruction and auditory media. Musically learning styled students have good auditory memory and may respond well to jingles and rhymes to help memorize information they may otherwise struggle with (Goodnough, 2001)

Musical learning style career choices

"Musically talented students may be interested in careers such as working in radio or television, playing music professionally in a group or orchestra, teaching music, band,

choir or orchestra at k-12 or postsecondary levels. Musical learning styled people may also prefer working in music retail stores, composing music, private tutoring in music and instruments, music ministry in churches or community choirs, music journalism reviewer, and work as a recording engineer (Denig, 2004a).

1.6. Intrapersonal Intelligence

This area has to do with introspective and self-reflective capacities. Those who are strongest in this intelligence are typically introverts and prefer to work alone. They are usually highly self-aware and capable of understanding their own emotions, goals and motivations. They often have an affinity for thought-based pursuits such as philosophy. They learn best when allowed to concentrate on the subject by themselves. There is often a high level of perfectionism associated with this intelligence.(Salovey, Woolery, & Mayer, 2001)

1.7. Interpersonal Intelligence

This area has to do with interaction with others. People in this category are usually extroverts and are characterized by their sensitivity to others' moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group. They communicate effectively and empathize easily with others, and may be either leaders or followers they typically learn best by working with others and often enjoy discussion and debate. The artificial intelligences for this

intelligence can be excellent. "Although this is a feeling and emotional intelligences, with today's computer and online material people can learn, relate, with each other. Web cam and other technical material has allowed people to function in this intelligence. The personal touch has to still be there to implement these functions. Careers which suit those with this intelligence include politicians, managers, teachers, and social workers.(Salovey et al., 2001)

1.8. Verbal-linguistic Intelligence

This area has to do with words, spoken or written. People with verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates. They tend to learn best by reading, taking notes, listening to lectures, and via discussion and debate. They are also frequently skilled at explaining, teaching and oration or persuasive speaking. Those with verbal-linguistic intelligence learn foreign languages very easily as they have high verbal memory and recall, and an ability to understand and manipulate. Syntax and structure. This intelligence is high in writers, lawyers, philosophers, journalists, politicians and teachers. Artificial Intelligences can be used in this function with written literature from the intelligences, also through computers and other audio media to enhance the intelligences(Lazear, 2003)

-What is the verbal linguistic learning style?

Verbal linguistic learning style, or intelligence, is one of eight types of learning styles defined in Howard Gardner's theory of Multiple Intelligences. Verbal linguistic

learning style refers to a person's ability to reason, solve problems, and learn using language.

-Verbal linguistic learning styles

-Characteristics of verbal linguistic learning styles

A cording to (Fernandez-Martinez, (Aug 2012)) Verbal Linguistically talented people flourish in school activities such as reading and writing. They express themselves well and are usually good listeners with a well-developed memory for material they've read and recall of spoken information. Language fascinates people with verbal linguistic learning styles, and they enjoy learning new words and exploring ways to creatively use language, as in poetry. They may enjoy learning new languages, memorizing tongue twisters, playing word games, and reading reference materials for fun.

-How do verbally linguistic learning styled people learn best?

People with verbal linguistic learning styles learn best when taught using spoken or written materials. They prefer activities that are based on language reasoning rather than abstract visual information. Math word problems are more appealing to verbal linguistic learners than solving equations. They usually enjoy written projects, speech and drama classes, debate, language classes, and journalism.

1.9. Logical-Mathematical Intelligence

"This area has to do with logic, abstractions, reasoning, and numbers. While it is often assumed that those with this intelligence naturally excel in mathematics, chess, computer programming and other logical or numerical activities, a more accurate definition places emphasis on traditional mathematical ability and more reasoning capabilities, abstract patterns of recognition, scientific thinking and investigation, and the ability to perform complex calculations. Many scientists, mathematicians, engineers, doctors and economists function in this level of intelligences. This probably is the most useable intelligence that can compare with the artificial intelligences. The military has used this intelligence in war, with the aim of finding enemy targets with mathematical calculations. Engineers have used computer programs and robots to build and construct projects. Doctors have used robots to operate on patients. Economists have used computers to forecast the economy in the future(Berman, 1998)

- **Logical mathematical learning styles**

-What is a logical mathematical learning style?

According to(Howard Gardner, 2000) Mathematical logical learning style is one of eight types of learning styles, or intelligences, Mathematical Logical learning style refers to a person's ability to reason, solve problems, and learn using numbers,

abstract visual information, and analysis of cause and effect relationships. Mathematical logical learners are typically methodical and think in logical or linear order. They may be adept at solving math problems in their heads and are drawn to logic puzzles and games.

-Characteristics of mathematical learning styles

People with mathematical logical learning styles enjoy school activities such as math, computer science, technology, drafting, chemistry and other "hard sciences," and design. Mathematical linguistic learners prefer logical order in instruction and often work best in structured, organized environments. They have strong visual analysis and memory and problem solving skills. Natural tinkerers and builders, they enjoy bringing mathematic and conceptual ideas into reality via hands-on projects such as computer assisted design, creating electronic devices, using computer applications, or programming computers.

1.10. Naturalistic intelligence

"This area has to do with nature, nurturing and relating information to one's natural surroundings. This is the eighth and newest of the intelligences, added to the theory in 1997. This type of intelligence was not part of Gardner's original theory of Multiple Intelligences Those with it are said to have greater sensitivity to nature and their place within it, the ability to nurture and grow things, and greater ease in caring for,

taming and interacting with animals. They may also be able to discern changes in weather or similar fluctuations in their natural surroundings. They are also good at recognizing and classifying different species. "Naturalists" learn best when the subject involves collecting and analyzing, or is closely related to something prominent in nature; they also don't enjoy learning unfamiliar or seemingly useless subjects with little or no connections to nature. It is advised that naturalistic learners would learn more through being outside or in a kinesthetic way. (Denig, 2004b)

- **Naturalistic Learning Style**

-Characteristics of the naturalistic learning style

Naturalistic learning style is one of eight types of learning styles defined in Howard Gardner's theory of Multiple Intelligences. Naturalistic learning styles, or intelligence, refer to a person's ability to perceive, understand, and work with elements of the natural world.

-Characteristics of naturalistic learning style

"Naturalistic learning styled people enjoy school activities such as botanical and life sciences and vocational studies in forestry and agriculture. Naturalistic learners thrive in outdoor classrooms and may enjoy taking care of classroom pets. They

are often adept at interacting with animals and are skilled with maintaining plants.(Wilson, 2011)

-How naturalistic learning styled people learn best

People with naturalistic learning styles learn best when they are directly and actively involved with hands-on tasks with plants and animals. They may be interested in etymology and leaf collecting projects, assisting with school landscaping, or maintaining a school greenhouse or bird sanctuary. They prefer reading materials such as outdoor living books and magazines. They may enjoy fiction and non-fiction books with nature and survival themes.

-Naturalistic Learning Style - Naturalistic Learning Style Career Choices

The naturalistic learning styled student may be drawn to careers such as forest ranger, fish and wildlife biologist, nature writer, veterinarian, conservation officer, herbalist, agriculture scientist, extension agent, florist, greenhouse and nursery operator, and landscape architect.

2. THE TEACHING LEARNING PROCESS

According to (Bos & Vaughn, 2002) Planning refers to all of those activities a teacher might do to get ready to interact with students in the classroom. Management refers to controlling student behavior, while instruction refers to actually guiding student learning.

2.1. Classroom planning

Goals-Long-term outcomes generally presented in broad, general terms (e.g., become a responsible citizen; become a professional educator) Objectives-Specific, short- and medium-term statements related to tasks that students should master after instruction; a clear unambiguous description of educational intentions for students (e.g., state the advantages of a democratic system of government; compare and contrast goals and objectives)

1. Who are my students?
2. How will I accomplish my goal and objectives?
3. How will I know if my goals and objectives have been accomplished?

2.2. Timing of the Planning Process

1. Long-term (School Year)

a. Content overlap-do the objectives I intend to cover with students overlap with

2. the objectives that will be tested on the standardized test at the end of the year?

3. the prerequisite skills needed for the curriculum taught in the next grade?

4. expectations of important stakeholders in the educational process?

    a. Task analysis

    b. Models of instruction

    c. Instructional methods and techniques

5. Medium-term (Quarter, Semester)

    a. Themes

    b. Units

6. Short-term (Lesson)

    a. Lesson objectives

    b. Activities

    c. Materials

2.3. Steps in Planning Process

There are 8 steps in the planning process:

Establish goals and objectives

Establish allocated time

Identify strategies and models of teaching

Determine methods of evaluating of student outcomes

1. Select instructional methods and techniques

2. Design student activities

3. Provide for variety and individual differences

Of course, it is necessary to properly implement the plan and to properly evaluate results in order to determine if the plan was a success.

2.4. Instructional objectives

"Instructional objectives are statements of educational expectations for students. Although research has not demonstrated a strong link between writing objectives and student achievement (perhaps because well-written objectives are not always properly implemented or taught), it is still considered good educational practice to have written objectives in order to facilitate communication to students about expected outcomes

There are a number of approaches to writing instructional objectives. (Mager & Peatt, 2004) proposes writing very specific statements about observable outcomes (called behavioral objectives) that can be built up to become a curriculum (an inductive approach). An example of a Manger objective is: Given 3 minutes of

class time, the student will solve

9 out of 10 multiplication problems of the type: 5X4 =   .

According to (Felder & Brent, 2003) proposes starting with a general statement and then providing specific examples of topics to be covered or behaviors to be observed (a deductive approach). An example of a Ground objective is:

The   student   can   perform   simple   multiplication.

a. can define what multiplication means, in his our her own words

b. can define relevant terms such as "multiplier" and "product"

c. can solve problems of the type 5X4 = _____.

However(Eisner, 2005) proposes that not all instructional objectives should focus on outcome; some should focus on the learning process itself (Expressive objectives). Two examples   are:

a.   Students will attend a live symphony performance.

b. Students will use multiplication in everyday activities.

While there are advantages and disadvantages to each approach, we will focus on Manger's approach, since it is the most widely used and perhaps the most inclusive.

2.5. Orientation to Classroom management

According (Brophy, 2005) states there are 3 general principles for good classroom management:

Willingness of the teacher to accept responsibility for classroom control

Long-term, solution-oriented approaches to problems (rather than short-term, desist/control responses Check to see if symptomatic behavior is caused by underlying personal problems (impulsivity, lack of awareness, home problems, etc.)
Also cites 3 orientations to classroom management:

Self-concept/personal adjustment the teacher encourages discouraged students, builds self-esteem by arranging for and calling attention to success, improving peer relationships, etc. Insight (cognitive)--spend time with problem students individually, attempting to instruct and inform them, getting to know them personally. Behavioristic-offer incentives, negotiate contracts, call attention to and reinforce desirable behavior.

2.6. Classroom instruction

Instruction was defined previously as "the purposeful direction of the learning process" and is one of the major teacher class activities (along with planning and management). Professional educators have developed a variety of models of instruction, each designed to produce classroom learning.

According to (Huitt, 2003) describe four categories of models of teaching/instruction (behavioral systems, information processing, personal development, and social interaction) that summarize the vast majority of instructional methods. Each model differs in the specific type or measure of learning that is targeted. Therefore, as we make decisions about "best educational practices" we must be certain that we connect recommended practices with specific desired outcomes. This point is often omitted; discussion of best practices then becomes a debate about desired outcomes rather than a discussion of how to achieve them.

2.7. Models of instruction

Another important point is that the different models and methods of instruction have been developed based on specific interpretations of concepts and principles of teaching and learning. While it is important to learn and practice the approaches developed by others, it is even more important to understand the concepts and principles upon which they are based.

"If you learn only methods, you'll be tied to your methods, but if you learn principles you can devise your own methods. (Emerson, Slater, & Carr, 2009)

As you review each of the models or methods of instruction, ask yourself "Why is this being done?" and "Why is this being done now?" See if you can determine the underlying principles that are being advocated. You will then be in a better position to make modifications as your competency as a teacher grows.(Savery & Duffy, 2009)

2.8. Evaluation

The evaluation of the teaching-learning process is a conduct that poses great challenges from a modeling perspective. Tutor modules form part of intelligent systems that are applied to education, and should assess: when to interrupt, how to teach a given topic, and what to teach in a given moment. By considering the different types of errors, a good evaluation of the teaching-learning process allows the systems to adapt in an optimum form to different users. This paper proposes a design technique to model the conduct of an expert that evaluates the results of the teaching-learning process within a reactive learning environment.

To achieve this, a fuzzy cognitive map, which is a representation recently proposed to model the conduct and operation of complex systems, is used. It is introduced this type of maps in 2009 with the aim of describing the behavior of a system in terms of concepts and causal relations between concepts. Since then, their use has been extended to diverse real-world situations that span from the analysis of investment in stock to supervisory system control. Missing conceptions, which provide a basis to assemble the didactic tactics, are imputed to this representation. Starting from the mental model of the expert in the learning domain, a conceptual genetic graph is established to orientate the fuzzy cognitive map.

Evaluation in higher education entails gathering evidence about the impact of teaching, topic and course design on students' participation and achievement and the appropriateness of content and processes for intended purposes.

Effective evaluation of teaching and topics is the basis of good educational practice. Evaluation of teaching and topics must be done with a purpose. For evaluations to be effective and useful you need to clarify what is it that you want to know or to demonstrate about your teaching.(Laureano-Cruces, Ramírez-Rodríguez, & Terán-Gilmore, 2004)

The are many possible purposes for assessing, sources of information and uses for which the evidence might be used.

Evaluation needs to be deliberate. In particular, it needs to be a continuous process.

Why Evaluate?

To judge the efficacy of specific teaching strategies, approaches and innovations so that:

- there can be some critical debate as to the worth and value of the strategies used
- others can appraise a teachers' effectiveness in the light of a performance appraisal for promotion purposes.

There are many possible purposes for assessing, sources of information and uses for which the evidence might be used.

What Decisions can be based on the Data?

- Changes to course structure

- Changes to teaching processes

- Changes to teaching content

- Changes to assessment tasks

- Changes to student work load

- Changes to student staff interactions

- Promotion and tenure

- Professional development

2.9. Types of Evaluation

- **Formative**

This is feedback for teacher development, and usually occurs early in the teaching process. Formative evaluation needs to be:

- specific

- relevant

- contextual

- diagnostic

- **Summative**

This is judgment of effectiveness, and usually occurs at the end of the teaching process. Summative evaluation needs to be:

- valid,

- reliable

- based on data that measures quality "teaching without learning is just

  talking(Angelo & Cross, 2008)

HYPOTHESES

1. GENERAL HYPOTHESIS

- The multiple intelligences applied by the teachers influence on the english teaching process, with students of third year of bachillerato, at La Salle High School, morning section, academic year 2014 – 2015.

2. SPECIFIC HYPOTHESES

- Teachers do not apply the multiple intelligences on the english teaching process, with students of third year of bachillerato, at La Salle High School, morning section, academic year 2014 – 2015.

- The techniques applied by the teachers are not related to the multiple intelligences in the english teaching process, with students of third year of bachillerato, at La Salle High School, morning section, academic year 2014 – 2015.

f. METHODOLOGY

- **DESIGN OF THE RESEARCH**

It is important to determine the way the research will be carried out. In this sense, the present project is considered a non-experimental research because the variables in the group of students and teachers of the Institution, who will be part of the project, will not be manipulated.

Non experimental research involves observing and measuring things as they are, and it is developed in a descriptive way. The researcher does not manipulate the independent variable and studies how variables are related, thus this kind of research is very useful in education.

- **METHODS, TECHNIQUES AND INSTRUMENTS**

- **Methods**

Scientific Method.- the project needs to follow a strict procedure with logical and rational order of steps, aiming to obtain an accurate presentation of it, so the scientific method will be useful for the whole research. Based on this method it was feasible to work on the theme and problem, then establish the general and specific objectives, and state the hypothesis and verification.

In addition, this method will be used in the theoretical frame, in order to obtain the appropriate fundaments to clarify the relation between the information gathered in the field work with the scientific explanation of the variables of the hypothesis.

Descriptive Method.- It will be necessary to use the descriptive method, which will provide the general procedures employed to describe the nature of the situation as it exist at the time of the study, in this case the problematic in the researched institution, the independent and dependent variables, and the results obtained in the field work.

Analytic-Synthetic method: This method also will serve to analyze the main results that will be gotten through the instruments applied in the fieldwork and which will help to prove the hypotheses based on the results of major tendencies. It also will be helpful to analyze the fundaments of the theoretical frame which will support the verification of each hypothesis.

Explicative Method. - It will be very useful to give an adequate explanation of all the reasons presented in every question, so that a more reliable and consistent information will be obtained and compared with the theoretical fundaments established before. It will also be used the descriptive statistics in order to represent and put the data in tables and graphs bars so that it will be understandable for analyzing.

- **TECHNIQUES AND INSTRUMENTS**

To obtain the empiric information from the students and teachers, in this project it will be used the following techniques and instruments.

A **survey** will be applied to English teachers and students of third year of bachillerato, at La Salle High School, morning section, academic year 2014 – 2015. Through different questions about the researched topic.

- **PROCEDURES**

After the technique is applied, the following procedures will be carried out.

- **Tabulation**

The tabulation of the data obtained in the field researched will be organized it according each kind of intelligence in order to know which are the most relevant intelligences in every student.

Will be tabulated according to answers the multiple choice questions that the surveys will have.

- **Organization**

Then, the empiric information will be organized considering the specific hypothesis of the research project and the variables of each one. Thus, the information will be structured in an appropriate way.

- **Description**

Next, the information obtained will be represented properly in statistics charts, which will contain the frequency and the percentage obtained from the indicators of the applied questionnaire.

- **Graphic representation**

After the data have been described in statistic charts, it will be necessary to represent them in graphic bars, so it will be easy to understand them, and then interpret the information obtained of every question.

- **Interpretation and analysis.**

The information presented in tables and graphs, will help to interpret the corresponding percentages of every question, which will also be analyzed in detail, contrasting it with the theoretical referents and the variables of the specific hypothesis, in order to get a better understanding of the results.

- **Hypothesis verification**

The hypothesis will be proven or denied in a descriptive way through a process of logical analysis of the results, considering the most characteristic ones in relation to the stated variables.

- **Conclusions and recommendations**

The conclusions will be drawn based on a specific analysis of the results and they will serve to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated the present research.

- **POPULATION**

The population of this research work is represented by the students of third year of bachillerato, at La Salle high school, morning section, academic year 2014 – 2015, who are a total of 90; it is a small population it was not necessary to take a sample of it.

Besides, there are five english teachers who work teaching the English language in the High school, thus it will be essential to work with all of them. The population of all students is represented in the following table:

CHART OF THE POPULATION BY GRADES

LA SALLE HIGH SCHOOL

THIRD YEAR OF BACHILLERATO	NUMBER OF STUDENTS
A	30
B	30
C	30
TOTAL	**90 STUDENTS**
Teachers' population	5 English teacher

N°	THESIS DEVELOPMENT	2014 Nov 1	2	3	4	Dec 1	2	3	4	2015 Jan 1	2	3	4	Feb 1	2	3	4	Mar 1	2	3	4	Apr 1	2	3	4	May 1	2	3	4	Jun 1	2	3	4	July 1	2	3	4
1	Project Presentation		x																																		
2	Approval of the project			x																																	
3	Designation thesis director			x																																	
4	Application of the research instruments							x																													
5	*Review of results*									x	x	x	x	x																							
6	*Development of thesis*														x	x	x	x	x	x	x	x	x	x	x	x	x	x									
7	*Presentation of the thesis*																							x	x												
8	Thesis first draft																														x	x					
9	Thesis second draft																																x				
10	Thesis approval																																	x			
11	Private qualification																																		x		
12	corrections																																			x	
13	Public Sustentation and Incorporation																																				x

h. BUDGET AND FINANCING RESOURCES

- **Human**

The resources that will be part of this project are:

- The students of third year of bachillerato, at La Salle High School.

- The English teachers of La Salle High School.

- The researcher Geovanny Leonardo Gutierrez Machuca.

- **Material**

The material resources that will be used are, office material, books, thesis, and field instruments: questionnaires.

- **Technical**

- Computer

- Printer

- Internet

- Flash drive

- Scanner

- **Institutional**

    - Universidad Nacional de Loja.

    - La Salle High school.

    - Library of the Universidad Nacional de Loja.

- **BUDGET**

Expenses	COST (USD)
Project draft	100,00
Printing Thesis draft	100,00
Copies	90,00
- Paper	50,00
- Ink	80,00
- Edition and posting of reports	30,00
Internet	60,00
Transportation	60,00
Unforeseen expenses	50,00
TOTAL	620,00

- **FINANCING**

The financing of the expenses derived from this research work will be assumed completely by the author.

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ANNEXES

TEACHERS' SURVEY

The following survey will serve to collect information of the project for the thesis titled "the multiple intelligences, applied in the english teaching process, with students of third of bachillerarto, at la Salle High School, morning section, academic year 2014 – 2015. Your answers are essential for the development of the research. I greatly appreciate your time and honesty.

HYPOTHESIS 1

Teachers do not apply the multiple intelligences on the english teaching process, with students of third of bachillerarto, at La Salle high school, morning section, academic year 2014 – 2015.

1. Which options are the appropriate to define the Multiple Intelligences?

➤ M.I. are the different styles to learn ( )
➤ M.I. is the capacity to solve problems ( )
➤ M.I. is the most powerful instrument for education ( )

2. Which are the most common intelligences in your students?

Linguistic	( )	Interpersonal	( )
Logical-Mathematical	( )	Intrapersonal	( )
Musical	( )	Naturalistic	( )
Bodily-Kinesthetic	( )	None	( )
Spatial	( )		

3. Which techniques do you apply to develop the Linguistic Intelligence?

Telling stories	( )	Singing songs	( )
Scanning	( )	Grammar patterns	( )
Word Games	( )	None	( )
(Puzzles, word soups)	( )		

4. Which techniques do you apply to develop the Logical Mathematical Intelligence?

Solving problems	( )	Visiting the library	( )
Experiments	( )	Memorizing techniques	( )
Games	( )	None	( )

5. Which techniques do you apply to develop the Musical Intelligence?

Singing songs	( )	Listen to audio recordings	( )
Tongue twister	( )	English Chorus	( )
Identify sounds	( )	None	( )

6. Which techniques do you apply to develop the Bodily Kinesthetic Intelligence?

Role Plays	( )	Handicraft activities	( )
Bodily gestures	( )	Drama	( )
Take care plants	( )	None	( )

7. Which techniques do you apply to develop the Spatial Intelligence?

Jigsaw puzzles	( )	Posters	( )
Cut out activities	( )	Riddles	( )
Finding differences	( )	None	( )

8. Which techniques do you apply to develop the Interpersonal and Intrapersonal Intelligences?

Role play	( )	Individual tasks	( )
Debates	( )	Skimming	( )
Experiences	( )	None	( )
Group work	( )		

9. Which techniques do you apply to develop the Naturalistic Intelligence?

Take care of environment	( )	Gap filling	( )
Outdoor teaching	( )	Relate to nature objects	( )
		None	( )
Listen to nature sounds	( )		

HYPOTHESIS 2

The techniques applied by the teachers are not related to the multiple intelligences, on the english teaching process, with students of third of bachillerarto, at La Salle High School, morning section, academic year 2014 – 2015.

10. Do you take into account the Multiple Intelligences in the teaching-learning process of English Language?

Yes   ( )   No   ( )

11. How often do you use the techniques to develop the Multiple Intelligences?

Always   ( )   Sometimes   ( )   Never   ( )

12. Do you consider the Multiple Intelligences of your students, to apply as the teaching techniques?

Yes   ( )   No   ( )

STUDENTS' SURVEY

The following survey will serve to collect information of the project for the thesis titled "the multiple intelligences, applied in the english teaching process, with students of third of bachillerarto, at la Salle High School, morning section, academic year 2014 – 2015. Your answers are essential for the development of the research. I greatly appreciate your time and honesty

HYPOTHESIS 1

Teachers do not apply the multiple intelligences on the english teaching process, with students of **third of bachillerarto,** at La Salle high school, morning section, academic year 2014 – 2015.

1. **Which options of the following concepts do you consider are the most appropriate to define the Multiple Intelligences?**

   ➢ M.I. are the different styles to learn   ( )
   ➢ M.I. is the capacity to solve problems   ( )
   ➢ M.I. is the most powerful instrument for education   ( )

2. **Which Intelligence do you consider are the most common for you?**

Linguistic	( )	Interpersonal	( )
Logical-Mathematical	( )	Intrapersonal	( )
Musical	( )	Naturalistic	( )
Bodily-Kinesthetic	( )	None	( )
Spatial	( )		

3. **Which techniques does your teacher apply to develop the Linguistic Intelligence?**

Telling stories	( )	Singing songs	( )
Scanning	( )	Grammar patterns	( )
Word Games	( )	None	( )
*(*Puzzles*, word soups)*	( )		

4. **Which techniques does your teacher apply to develop the Logical Mathematical Intelligence?**

Solving problems	( )	Visiting the library	( )
Experiments	( )	Memorizing techniques	( )
Games	( )	None	( )

5. **Which techniques does your teacher apply to develop the Musical Intelligence?**

Singing songs	( )	Identify sounds	( )
Tongue twister	( )	Listen to audio recordings	( )

English Chorus   (   )   None   (   )

6. Which techniques does your teacher apply to develop the Bodily Kinesthetic Intelligence?

Role Plays   (   )   Handicraft activities   (   )
Bodily gestures   (   )   Drama   (   )
Take care plants   (   )   None   (   )

7. **Which techniques does your teacher apply to develop the Spatial Intelligence?**
Jigsaw puzzles   (   )   Riddles   (   )
Cut out activities (   )   None   (   )
Finding differences (   )
Posters   (   )

8. **Which techniques does your teacher apply to develop the Interpersonal and Intrapersonal Intelligences?**
Role play   (   )   Individual tasks   (   )
Debates   (   )   Skimming   (   )
Experiences   (   )   None   (   )
Group work   (   )

9. Which techniques does your teacher apply to develop the Naturalistic Intelligence?

Take care of environment (   )   Gap filling   (   )
Outdoor teaching   (   )   Relate to nature objects   (   )
Listen to nature sounds (   )   None   (   )

HYPOTHESIS 2

The techniques applied by the teachers are not related to the multiple intelligences, on the english teaching process, with students of third of bachillerarto, at La Salle High School, morning section, academic year 2014 – 2015.

10. Does your teacher take into account the Multiple Intelligences in the teaching-learning process of English Language?

        Yes   (   )   No   (   )
11. How often does your teacher use the techniques to develop the Multiple Intelligences?
 Always   (   )   Sometimes   (   )   Never   (   )

12. Does your teacher consider the Multiple Intelligences of his/her students to apply as the teaching techniques?
Yes   (   )   No   (   )

CONSISTENCY MATRIX

THEME: THE MULTIPLE INTELLIGENCES, APPLIED IN THE ENGLISH TEACHING PROCESS, WITH STUDENTS OF THIRD YEAR OF BACHILLERATO, AT LA SALLE HIGH SCHOOL, MORNING SECTION, ACADEMIC YEAR 2014 – 2015.

PROBLEMS	OBJECTIVES	HYPOTHESES	VARIABLES	INDICATORS
GENERAL How do the multiple intelligences are applied, in the english teaching process with the students of third year of bachillerato, at La Salle High school, morning section, academic year 2014 – 2015? **Subproblems** What is the role of the multiple intelligences in the English teaching process, with the students of third year of bachillerato, at la Salle high school, morning section, academic year 2014 – 2015? What kind of techniques do the teachers apply to develop the multiple intelligences in the English teaching process with the students of third year of bachillerato, at la Salle high school, morning section, and academic year 2014 – 2015?	**GENERAL** To determinate the influence of the multiple intelligences, applied in the english teaching process, with students of third year of bachillerato, at La Salle High School, morning section, academic year 2014 – 2015 **SPECIFIC** To describe how teachers apply the multiple intelligences in the english teaching process, with students of third year of bachillerato, at La Salle High School, morning section, academic year 2014 – 2015. To identify which intelligences are mostly emphasized, with students of third year of bachillerato, at La Salle High School, morning section, academic year 2014– 2015.	**GENERAL** The multiple intelligences applied by the teachers influence on the english teaching process, with students of third year of bachillerato, at La Salle High School, morning section, academic year 2014 – 2015. **SPECIFIC** Teachers do not apply the multiple intelligences on the english teaching process, with students of third year of bachillerato, at La Salle High School, morning section, academic year 2014 – 2015. The techniques applied by the teachers are not related to the multiple intelligences in the english teaching process, with students of third year of bachillerato, at La Salle High School, morning section, academic year 2014 – 2015.	**The multiple intelligences** **Teaching learning process**	DEFINITION Types of intelligences Visual-Spatial Bodily-Kinesthetic Musical Intrapersonal Interpersonal Verbal-linguistic Logical-Mathematical Naturalistic efinitions Classroom planning Timing of the Planning Process Steps in Planning Process Instructional objectives Orientation to Classroom management Classroom instruction Models of instruction Evaluation

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