



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
FACULTAD DE CIENCIAS DE LA EDUCACION
MENCION – INGLES**

RESEARCH PROJECT:

**“USE OF BODILY-KINESTHETIC INTELLIGENCE THEORY TO IMPROVE THE
CREATIVE LEARNING OF THE ENGLISH LANGUAGE IN STUDENTS OF 1ST
EGB AT UNIDAD EDUCATIVA BILINGUE INSTITUTO PARTICULAR ABDÓN
CALDERÓN”**

**PREVIO A LA OBTENCION DEL TITULO DE:
LICENCIADA EN LENGUA INGLESA MENCION EN ENSEÑANZA Y
ADMINISTRACION DE SISTEMAS EDUCATIVOS EN TEFL**

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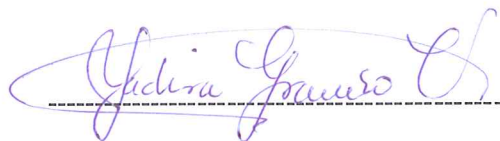
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Msc. Yadira Granizo Vargas

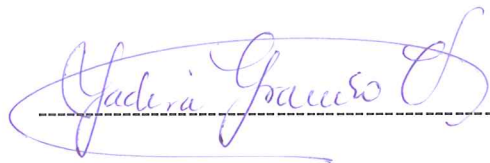
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Patricia Celeste del Rosario Mujica Salame

Autor

ABSTRACT

This research involves the application of Bodily Kinesthetic Intelligence Theory to improve the creative learning in students of 1ST EGB at Unidad Educativa Instituto Particular Bilingüe Abdón Calderón.

To structure this project in its theoretical basis we have relied on multiple inputs from different authors who studied the issue and their contributions were of great importance to support our research.

As for the third chapter in the type of research methodology is qualitative, quantitative, we used the following researches: applied, descriptive, field and experimental determined as a feasible project. The methods used are: logical method, inductive – deductive method, analytical – synthetic method. Among the instruments used we have the IQ test and surveys for teachers and parents of 1ST EGB at Unidad Educativa Instituto Particular Bilingüe Abdón Calderón and through these we obtained the conclusions and recommendations.

The purpose of this work is the development of a guide with methodological strategies aimed at solving the problems of creative learning of students of 1ST EGB at Unidad Educativa Instituto Particular Bilingüe Abdón Calderón through the development of Bodily Kinesthetic Intelligence the same intelligence that will raise the quality of training and student achievement.

The objective of this research should be geared to students, teachers and parents to assimilate through active work the importance of developing Bodily Kinesthetic Intelligence to develop student's creative learning to their daily lives.

The methodological guide presented in this project provides tools for teachers to develop an active and participatory educational process based on student welfare.

Key Words: Bodily Kinesthetic Intelligence, Creative Learning, Teaching, Learning.

DEDICATION

I dedicate this project to God for showing me every day that with courage, faith, patience and wisdom everything is possible. He always stays by my side guiding me in each moment of my life.

It is also dedicated to my parents Jiana and Manuel who with their love and understanding were always unconditionally supporting me. Thanks for those words of encouragement when I wanted to give up. They always said me: "Honey is almost done, is the last step to graduate". My eternal gratitude for them.

To my grandma Beatriz, who has always told me to never stop studying and I'll get everything I want.

To my cousin Henry, who is like my brother and always was willing to help me when I needed him.

I want to dedicate this project to my partner and friend Patricia, for being kind and patience with me all these years. Thanks for your friendship and affection for me.

Thanks for everything.

Stefany Almeida Uzho

DEDICATION

Primarily, I want to thank God for His unconditional love, for giving us courage, patience, and strength in each step of this research project.

To my beloved parents, Graciela and Pedro who even though are not here with me physically have always taught me all the values and especially what responsibility, honesty, and perseverance mean. I will always be grateful to you, Mom and Dad.

To my sunshine, my son Pedro Emmanuel, for being the motor of my life, being the reason why I am still standing and fighting, for giving me his love, a love that will be there for me forever.

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Thanks to life for everything!

Patricia Mujica Salame

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Stefany Almeida Uzho

Patricia Mujica Salame

TABLE OF CONTENT

CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR.....	II
CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR.....	III
DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS DE AUTOR	IV
DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS DE AUTOR	V
ABSTRACT	VI
DEDICATION	VII
DEDICATION	VIII
ACKNOWLEDGEMENTS	IX
LIST OF FIGURES	XII
LIST OF CHARTS	XII
LIST OF TABLES	XII
LIST OF GRAPHS.....	XIV
1. INTRODUCTION	1
1.1. BACKGROUND OF THE PROBLEM.....	1
1.2. STATEMENT OF THE PROBLEM.....	3
1.3. OBJECTIVES: BROAD AND SPECIFIC	3
1.3.1. BROAD OBJECTIVE	3
1.3.2. SPECIFIC OBJECTIVE	3
1.4. SIGNIFICANCE OF THE STUDY	3
1.5. SCOPE AND DELIMITATION OF THE STUDY	5
2. LITERATURE REVIEW.....	6
2.1. INTRODUCTION	6
2.2. THEORETICAL REVIEW	8
2.3. CONCEPTUAL FRAMEWORK.....	36

2.4. RESEARCH QUESTIONS	38
2.5. HYPOTHESIS	39
2.6. VARIABLES AND INDICATORS.....	39
2.7. DEFINITION OF TERMS.....	41
2.8. SUMMARY.....	41
3. RESEARCH METHODOLOGY AND FINDINGS.....	44
3.1. METHODS AND TECHNIQUES	45
3.2. RESEARCH POPULATION AND SAMPLE	46
3.2.1. POPULATION	47
3.2.2 SAMPLE	47
3.3. RESEARCH INSTRUMENTS.....	47
3.4. RESULTS/ FINDINGS AND ANALYSIS	49
3.5. RESOURCES, TIMELINE, AND BUDGET	69
4. FINAL CONCLUSIONS	71
4.1. CONCLUSIONS.....	71
4.2. PROBLEMS AND LIMITATIONS OF THE STUDY	71
4.3. RECOMMENDATIONS	72
WORK CITED.....	73
APPENDICES	75
INTERVIEW FOR DIRECTOR	75
TEACHERS SURVEYS	76
PARENTS SURVEYS.....	78
ACTIVITIES FOR STUDENTS	80
LESSON PLAN	95

LIST OF FIGURES

Figure 1	Visual – Spatial Intelligence	13
Figure 2	Musical Intelligence	14
Figure 3	Interpersonal Intelligence	15
Figure 4	Intrapersonal Intelligence	17
Figure 5	Linguistic Intelligence	19
Figure 6	Logical – Mathematical Intelligence	20
Figure 7	Naturalistic Intelligence	21
Figure 8	Bodily – Kinesthetic Intelligence	22
Figure 9	Venn Diagram	29
Figure 10	Components of Creativity	30

LIST OF CHARTS

Chart 1	Differences between Traditional Learning and Creative Learning	31
Chart 2	Variables and Indicators	40
Chart 3	Population	47
Chart 4	Resources and Budget	69
Chart 5	Timeline	70

LIST OF TABLES

Table 1	Question 1. Does the application of a new curriculum promote the development of creative learning?	49
Table 2	Question 2. Does the use of Bodily Kinesthetic Intelligence help students develop their creative learning?	50
Table 3	Question 3. Is the use of activities such as crafts, drama, role plays, and games necessary to develop creative learning through the bodily kinesthetic intelligence?	51

Table 4	Question 4. Do you believe that teachers provide creative learning to their students?	52
Table 5	Question 5. Do you think bodily kinesthetic intelligence influences the development of creative learning?	53
Table 6	Question 6. Do you believe than an open students' interaction in the classroom is necessary to develop the creative learning?	54
Table 7	Question 7. Do you believe that the institution needs projects that promote the importance of using bodily Kinesthetic intelligence as a key factor in facilitating creative learning?	55
Table 8	Question 8. Do you think that teachers should build confidence in their students in order to develop their creative learning?	56
Table 9	Question 9. Do you think the proper development of body kinesthetic intelligence makes a talented child?	57
Table 10	Question 10. Do you believe that teachers are totally committed to the learning process of their students?	58
Table 11	Question 11. In the educational institution are developed activities that encourage the creative learning?	59
Table 12	Question 12. Do you think the activities related to bodily kinesthetic intelligence help students to develop creative learning?	60
Table 13	Question 13. Do you consider important that children learn to develop their creative learning and participate in activities concerning to bodily kinesthetic intelligence?	61
Table 14	Question 14. Do you collaborate in the development of the bodily kinesthetic intelligence of their children?	62
Table 15	Question 15. Do you think the use of bodily kinesthetic intelligence will contribute positively in your children throughout their lives?	63
Table 16	Question 16. Do you help your children at home develop activities that allow them improve their creative learning?	64
Table 17	Question 17. Do you believe that parents must be involved in the educational process of their children?	65
Table 18	Question 18. Do you consider that teachers build an excellent and open students' interaction environment?.....	66

Table 19 Question 19. Do you think your children use their bodily kinesthetic intelligence easily?67

Table 20 Question 20. Do you think that the institution lacks training on the importance of bodily kinesthetic intelligence and creative learning?68

LIST OF GRAPHS

Graph 1	Question 1	.....49
Graph 2	Question 2	.....50
Graph 3	Question 3	.....51
Graph 4	Question 4	.....52
Graph 5	Question 5	.....53
Graph 6	Question 6	.....54
Graph 7	Question 7	.....55
Graph 8	Question 8	.....56
Graph 9	Question 9	.....57
Graph 10	Question 10	.....58
Graph 11	Question 11	.....59
Graph 12	Question 12	.....60
Graph 13	Question 13	.....61
Graph 14	Question 14	.....62
Graph 15	Question 15	.....63
Graph 16	Question 16	.....64
Graph 17	Question 17	.....65
Graph 18	Question 18	.....66
Graph 19	Question 19	.....67
Graph 20	Question 20	.....68

CHAPTER I

1. INTRODUCTION

Currently in our country education is demanding radical changes in the methodological structure that allow students to gain significant new knowledge, these changes have already begun to take effect, especially because priority is being given to early childhood education as a starting point for school life. For this reason it is necessary for students of 1ST EGB to improve their educational process properly using the bodily kinesthetic intelligence to improve creative learning of the English language.

The theory of multiple intelligences of Howard Gardner shows that the human being has different types of intelligences; in this case the investigation will be based on the bodily kinesthetic intelligence, which is the ability to use the whole body to express ideas and feelings and facilitate the development of the creative learning through the proper application of the methodology. It is important to know that bodily kinesthetic intelligence and personal development activities facilitate communication in students of 1ST EGB at Unidad Educativa Instituto Particular Bilingüe Abdón Calderón and how teachers use their knowledge for the benefit of children. In this research various techniques were used in order to create relevant curriculum reforms to contribute to the improvement of primary education in the 1ST EGB.

1.1. BACKGROUND OF THE PROBLEM

Education is a matter of great importance all over the world, and in our country it is necessary to improve the level of knowledge and expertise if Ecuadorians want our country to progress and give a better life to our children. Knowing another language and in this case a worldwide language such as English is of utmost relevance due to the fact that if people want to take a post-graduate study course or study abroad it is obviously a requirement. Also when looking for a job, it is a plus if you speak/know another language, specifically English.

Nowadays the Ecuadorian government is trying to improve education's quality by giving teachers scholarships to study abroad at prestigious universities. Additionally, it is demanding qualified teachers to work at elementary, middle and high schools and those who do not have the degree of Bachelors of Arts or if they do not have any certification according to the European Common Framework, such as B1, B2, TKT, CELTA are being set aside from schools.

Our Ecuadorian society which includes parents are facing the real fact that the English language is not optional, but a must. Every student ought to have at least a B1 English level, and furthermore each university student at any faculty has to take English classes in order to be able to get their degree. Additionally, the English language will open doors to anybody in any field. Sometimes students are not really engaged in the process of learning another language because of they believe it is difficult, or maybe they have not been well motivated to do so.

Some of the problems students face in acquiring a foreign language are quite complex, but teachers with potential and a spirit of mysticism on what they are doing will turn these students into those who are willing to learn and be an active part in class. With great motivation, qualified teachers and with an attractive and creative material, students surely will feel involved in the teaching-learning process.

Consequently, at Unidad Educativa Bilingue Instituto Particular Abdón Calderón, first graders are presenting a few learning problems in the English language learning. This is due to the following causes: some teachers do not have the appropriate training; they are used to teach with the traditional pedagogy, the methodological resources are not being applied adequately for students of this level. During this thesis, it is going to be explained the use of multiple intelligences theory in the creative learning.

1.2. STATEMENT OF THE PROBLEM

Which are the effects of the use bodily-kinesthetic intelligence theory in the creative learning of the English language in students of 1st EGB at Unidad Educativa Bilingue Instituto Particular Abdón Calderón?

1.3. OBJECTIVES: BROAD AND SPECIFIC

1.3.1. BROAD OBJECTIVE

Demonstrate the relationship between the use of bodily-kinesthetic intelligence theory and the creative learning of the English language in students of 1st EGB at Unidad Educativa Bilingue Instituto Particular Abdón Calderón through a guide of exercises to help students, teachers, and parents.

1.3.2. SPECIFIC OBJECTIVE

To identify the methodological problems through class observations in order to improve the creative learning of the English language.

To select pedagogic resources and tools to enhance the creative learning by means of different activities and exercises.

To explain the importance of bodily-kinesthetic intelligence in the activities in order to develop creative learning throughout workshops to teachers.

1.4. SIGNIFICANCE OF THE STUDY

Due to the methodological problems that some teachers face because they have not received appropriate training before, students are not able to develop a creative learning of the English language. For this reason, it is important to study the multiple intelligences theory developed by Howard Gardner, which will definitively help to obtain the proposed objective.

The importance of using bodily-kinesthetic intelligence theory (BKI) in the creative learning of the English language is broad and shows that every student

develops a different type of intelligence. The BKI generally involves abilities which control the body motion and students' skills in handling and manipulating objects; such as coordination, harmonious functioning of muscles, muscle strength, flexibility, balance, dexterity, grace in physical movement, speed and sensitivity of touch. Moreover, this also includes a sense of timing, a clear and intuitive sense of the goal of a physical action, and how well the student responds to physical stimuli.

Nowadays learning focuses on "learning by doing" and this kind of knowing happens through physical movement and knowing our body. Many things that the body knows are not directly involved with the conscious or logical mind. Activities such as riding a bike, parking a car, dancing waltz, catching an object, and the location of the keys on the computer keyboard are part of this type of learning. Athletes, dancers, musicians, mimes, actors are examples of individuals who possess BKI.

As the population of this study is 1st graders, it is relevant to work in the development of the BKI as students at this age love to jump, jog, hop, run, and use their bodies to communicate. They probably don't care about getting up and dancing. They are more sensitive to the physical world around them and they can notice and appreciate textures, as their developed intelligence goes along with touching, sensing.

Considering that students at first grade are six or seven years old are more kinesthetic than visual at this age, the KI is an excellent way to teach them by using strategies which involve the phrase "I move, and they move." First grade teachers in doing so are creating a trustful classroom of kinesthetic partners and their capacity to learn through movement and action. Along this study, there will be found a diversity of activities which include using BKI and engage them with the creative learning of the English language.

1.5. SCOPE AND DELIMITATION OF THE STUDY

Place: Unidad Educativa Bilingüe Instituto Particular Abdón Calderón

Location: Av. Samborondón, Km. 1.5 vía Samborondón

Citadel: Cda. Parque del Río

Parish: Samborondón



Grade: 1st EGB

Students in charge: Almeida Uzho, Stefany Paola

Mujica Salame, Patricia Celeste del Rosario

CHAPTER II

2. LITERATURE REVIEW

2.1. INTRODUCTION

Many learning studies have tried to explain how people learn; Multiple Intelligence theory (MIT) is one of these theories which were developed by Howard Gardner, who believes that the conventional concept of intelligence was too narrow and restrictive and that measures of Intellectual Quotient (IQ) often miss out on the other “intelligences” that an individual may possess. Gardner’s theory has a particular impact in the field of education where it inspired teachers and educators to explore new ways of teaching aimed at these different intelligences. He strongly believes that everything can be taught in more than one way. Even though there is plenty of information about this field, there is still a lot to say and study about this theory.

English Language Teaching has been influenced by different learning theories throughout the history and the MIT has not been the exception. According to different studies, the MIT and teaching English as a Foreign Language are two factors that work really well together because the MIT approach offers an integral way of teaching to all kinds of learners; therefore, it allows students to multiply chances of success, understanding and retaining information.

Moreover, it is so relevant to make a distinction and know about the type of students a teacher can have in a class. If teachers are aware of the type of intelligences students possess, teachers will be able to plan activities and evaluations addressing these to students’ intelligences in order to create opportunities of success for each student according to each student’s specific characteristics. Teachers will also be able to improve their work as educators and they can even create a stock of activities to make their classes more attractive and effective for all students.

According to Tahmasebi, R. (2015). Relationship between Student's Gender and ICT Dimensions states in his articles about multiple intelligences published in his book Computers in Human Behavior states:

“This is in great contrast to traditional education systems which typically place a strong emphasis on the development and use of verbal and mathematical intelligences. Thus, The Theory of Multiple Intelligences implies that educators should recognize and teach to a broader range of talents and skills.” (pag. 86)

Tahmasebi warned that academic intelligence as obtaining educational qualifications and merit is not decisive to know the intelligence of a person. Sometimes you can see people who, despite getting excellent grades, have trouble relating to other people or to handle other facets of their life.

Using the MIT in the classroom will give chances for authentic and creative learning based on the students' needs, talents and interests. The MIT classroom is the scenery as the real world, and in this way students become more active and will be more involved learners. Also the school community and parents will be highly committed and this happens when students demonstrate their work in front of audiences. MIT activities bring members of the community into the learning process, so pupils will feel more confident.

Besides that, students will be able to show and share their different strengths. Building strengths provides students motivation and increases self-esteem. When teaching for understanding, students gain positive educational experiences and are able to create solutions to problems. For this purpose, teachers will fill their classrooms with rich and engaging activities in order to work with the different kinds of intelligences they have within their students. This also encourages them to a collaborative learning, which supports their interpersonal and intrapersonal intelligence as well.

Additionally, assessments should be an integral part of the learning process. Students are required to play an active role in them. Also when students cooperate in determining and clarifying the goals in the diverse activities, their academic success and confidence rises which leads to a creative learning environment. It is necessary to offer students opportunities to show what they know about a topic and create meaningful projects and their own presentations.

Not only through presentations, but also along the teaching-learning process, students can demonstrate their intelligences and demonstrate their potential in different areas. As students have all intelligences, it is the teacher's role to nurture, motivate, guide and strengthen their intelligences through a wide variety of activities. Teachers should use different strategies with their own variations to conduct into the multiple intelligences of the students. By creating learning centers, teachers offer students a diversity of projects and ideas which stimulate students to master concepts and learn more creatively in order to reach their goals.

2.2. THEORETICAL REVIEW

Information related to the two variables of this project: bodily-kinesthetic intelligence and creative learning has been compiled through scientific investigations, magazines, articles, books, electronic books where relevant documentation has been selected in order to fulfill this research.

Howard Gardner Multiple Intelligence theory (MIT) was thought to cover a wider spectrum of human abilities. For this reason, researchers who study MI have encountered that it provides a theoretical general knowledge that justifies a sensitive pedagogy to meet individual differences. Every human being has a unique set of developed intelligences and must face a diversity of situations in which they will have to show their strengths and deal with their challenges.

It is known that children love to move. They use this move to get knowledge about themselves, their surroundings, their physical and mental abilities. These

children have a high (BKI) as they enjoy and very often are successful in games, sports, dancing, building, and handcrafts and arts. Such activities engage precision, accurateness, and physical coordination while using their mind and fine/gross motor skills. The body is extensively linked to a knowing, conscious, and wise organism and related to other human faculties. Emotions and memory which are part of the unconscious and conscious brain functioning are highly associated to specific muscular patterns. Consequently, the mind and the body are complex and influence one another.

Gardner's Multiple Intelligence

The theory of multiple intelligences was created by psychologist Howard Gardner for the purpose of discovering that every human being has a unique intelligence. He proposed that human life requires the development of various types of intelligence. Gardner (1991), cited by (Jaufillaili & Linda, 2016) in their article about the analysis of instructional media as Cirebonese cultural representative related to students' learning styles in peer teaching activity affirm:

We are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, and the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains. (pag. 21)

Knowing the multiple intelligences theory and not only knowing but putting them into practice will help the students perform many exercises in an optimal way. What is necessary is to know how to combine them and use them as strength. As

teachers, it is really necessary to detect what types of intelligences the students have, in order to prepare activities that will lead them to learn in a creative way.

Accepting Gardner's MIT has some implications for teachers as of classroom teaching. MIT states that it is of utmost importance to have the eight intelligences to have a productive society. As a consequence, teachers ought to think that all of these intelligences are equally significant. Students possess each of the eight types of intelligence; some of them stand out more in some than in others. Generally, it requires dominate much of them to face life.

Knowledge of the level of development of different intelligences in a person and the combination of these help to make a good choice of professional future, as someone with a - kinesthetic body highly developed intelligence will have more skills to be an athlete, dancer, etc. while another person with the most developed space capabilities will be oriented preferably towards trades as aviation, fine arts, etc. We could also say that students who show violent responses have a low level of development in two intelligences (intrapersonal and interpersonal) and have to make a concrete learning to improve these levels of knowledge.

Education that is taught in the classroom provides content and procedures aimed to evaluate the first two types of intelligence: linguistic, logical-mathematical. However, this is totally inadequate in the project of educating students in the fullness of their potential. The need for a change in the curriculum was brought to discussion by the theory of multiple intelligences proposed by Howard Gardner.

The Theory of Multiple Intelligences

Gardner's influential theory of MI has extraordinarily changed the way many psychologists and educators think of intelligence. Intelligence testers had seen intelligence as a fixed characteristic –IQ tests showed that either you were “normal,” “smart,” or “deficient.” Besides, Gardner has stated that intelligence is many-sided and dynamic – this not only implies the linguistic and logical capacities

which are generally tested in schools. In H. Gardner's latest book "Intelligence Reframed: Multiple Intelligences for the 21st Century, he highlights the cultural factors that shape an individual's intellectual development –as opposed to the merely genetic.

As mentioned by (Hou, 2016). The Impacts of Multiple Intelligences on Tolerance of Ambiguity and English Proficiency— A Case Study of Taiwanese EFL College Students published in his Open Journal of Modern Linguistics asserts that "Conceptualizing intelligence as a bio psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture...intelligences are not things that can be seen or counted". (pag. 260)

All of Gardner's MI are considered by him as "part of our birthright." Nevertheless, he tallies that "no two people have exactly the same intelligences in the same combination." The extent to which the diverse intelligences evolve depends, to a relevant extent, on the person's environment, education and culture.

MIT drives to a rethinking of how teachers should reach topics and subjects. If kids do not learn in any one way, then the teacher must definitively teach "in the way the child learns." Taking into consideration the diversity of students' intellectual profiles in a class, teaching ought to become less of a single approach addressed to all students and more of a huge effort to engage the potentials, or multiple intelligences exhibited in the classroom. As cited by Parkay, Eric J. Anctil, & Glenn Hass, (2014) in Curriculum Leadership: Readings for Developing Quality Educational Programs, H. Gardner determines "the ready availability of new and flexible technologies" as the "one fact that will make individually configured education a reality in his lifetime":

"Once parents learn that there are indeed several ways to teach most topics and most subjects, affluent families will acquire the materials for home use. And pressures will mount for schools and teachers to have available, say, the "Eight Roads to Pythagoras" or the "Eight

Paths to Plato.” No more will teachers say, “I taught it well, and she could not learn it.” Rather, all involved in education will be motivated to find the ways that will work for this student learning this topic, and the results will be widely available in planning for future work.”
(pag.320)

Even though, Parkay, Anctil and Hass describe individually configured education as a future reality, many educators are applying the MIT in the classroom nowadays. MIT involves not only a single approved educational approach. H. Gardner is very cautious of making recommendations. He states that educators are entitled to determine if and to what extent MIT should lead their practice. The origin of the MIT emerges as a psychological theory focused on “individual differences in strengths and modes of representation.” As stated by Parkay, Anctil and Hass, “there is no direct tie between a scientific theory and a set of educational moves.” Anyway, once the teacher has decided to apply the MIT in the classroom, first he has to determine the intelligences that students learn with.

Types of Multiple Intelligences

Visual-Spatial Intelligence

People who are gifted with the ability to visualize the world with mastery belong to this kind of intelligence. They can re-create an idea or think in three-dimensional terms, and are able to modify a model previously to its physical construction. Such persons have an incredible ability to create a map of a new territory mentally with an accurate sense of spatial awareness from where they are in relation to the world surrounding them.

If a person is gifted with a Visual-Spatial Intelligence (VSI) has high potential in arts, handicrafts or any activity in which creativity is involved. These people are good at decorating, designing or just thinking in new projects to invent. As mentioned by Zimmerman & Dean Raymond S., (2011), H. Gardner defines the

Visual-Spatial Intelligence as the ability humans have to perceive the visual world in an accurate way, make transformations and modifications over someone's initial perceptions. They are able to extend different aspects of an individual's visual experience, even when they do not count with a physical stimulus.

Herewith are the skills that represent the principal abilities of people with VSI:

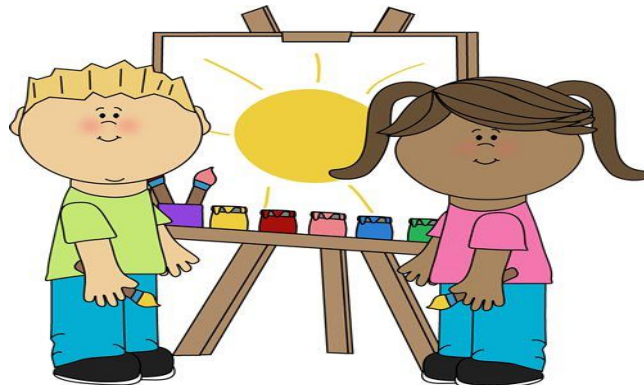
Spatial Awareness (SA): is the ability to be aware of oneself in space. It also involves understanding the relationship of objects when they are in a different position.

Working with Objects: is the ability to use strategic eye-hand-coordination to construct, arranges, decorate or fix things.

Artistic Design: is the ability to carry out tasks or projects which require aestheticism, judgment and design.

Activities to develop visual spatial intelligence: drawings, photography, painting, movies, videos, graphic organizers, diagrams, maps, etc.

Figure 1



http://www.brainboxx.co.uk/a1_multiple/pages/visualspatial.htm

Musical Intelligence

People with musical intelligence (MI) are able to hear and recognize rhythms, pitches, and patterns easily. They are really sensitive to rhythm and sound and can easily distinguish the sound of a flute from the sound of a clarinet. Individuals with MI think in terms of patterns and look for them in new information in order to improve learning. Furthermore, they look for patterns in language and speech. They remember things by turning them into rhymes and lyrics, and have a strong appreciation of music.

Musical intelligence people are acknowledged to: be attracted to sound, enjoy dancing and singing, have good rhythm, look for patterns in their environment, memorize phrases and words in foreign languages easily, use patterns to remember things, possess a high level of understanding musical structure, notes, tone, and rhythm, enthusiastic about music, have the ability to remember songs, and are skillful at playing several musical instruments.

Activities to develop musical intelligence: songs, video clips, playing musical instruments (piano, guitar, etc.), music composition, rhymes, etc.

Figure 2



http://www.brainboxx.co.uk/a1_multiple/pages/facethemusic.htm

Interpersonal Intelligence

Individuals who interact easily and understand people around them belong to the interpersonal intelligence. People with this kind of intelligence can pick up on the mood, emotions, characteristics and intentions of others. They are able to use this information to adapt their interaction approach. It is considered those with II have effective verbal and nonverbal communication, the ability to make distinctions among others, sensitivity to temperaments of others, and possess multiple perspectives. Teachers, actors, politicians, and social workers exhibit II. These people are leaders, excellent at communicating and are empathic with others' feelings. They can be taught through seminars, group work, dialogues, and group activities.

Activities to develop interpersonal intelligence: board games, brainstorming, group work, pair work, project work, etc.

Figure 3



http://www.brainboxx.co.uk/a1_multiple/pages/facethemusic.htm

Intrapersonal Intelligence

Intrapersonal Intelligence is the capacity to comprehend oneself and one's feelings and thoughts, and use this knowledge to plan and manage one's life. It involves not just the appreciation of oneself, but the human condition at the same time. Philosophers, psychologists, and spiritual leaders are examples of people with this type of intelligence. People consider them shy, but on the other hand they are really aware of their own feelings and are self-motivated.

Intrapersonal Intelligence main characteristics are:

Affective Awareness – the knowledge of their feelings, attitudes

Ethical Awareness – the setting of one's principles

Self-Regulation – monitoring one's thoughts, behavior, and actions

Metacognition – the awareness of one's thought processes

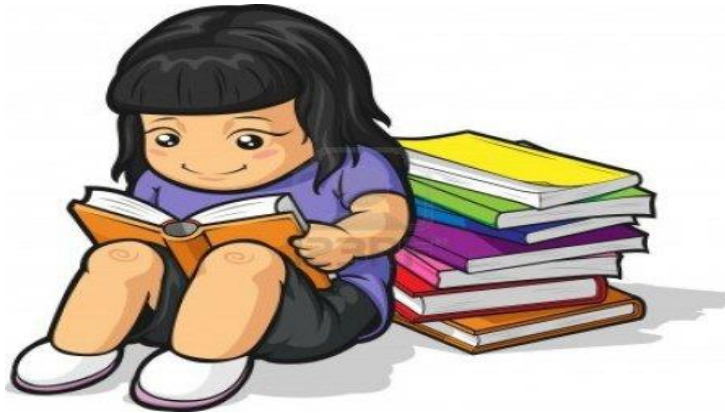
Also students with a strong intrapersonal intelligence are comfortable with themselves, point strong like or dislike of certain activities, communicate their feelings, know their strengths and weaknesses, are confident as to their abilities, determine realistic goals, make appropriate decisions, follow their instincts, state a sense of justice and fairness.

Support this intelligence in the classroom by: Discriminating instruction, expressing analogies while comparing, implementing activities that give opportunities to learners, making students determine goals on their own, keeping a daily journal, giving students the opportunity to express their feelings about a specific topic, granting liberty for student reflection on learning, adding student self-assessment in classroom, utilizing interest questionnaires, interviews.

Technologies that stimulate this intelligence are: diaries, surveys, learning centers, projects, children's literature, class discussion, online surveys, portfolios, and self-assessments.

Activities to develop intrapersonal intelligence: self-study, individualized projects, activities with self-evaluation, etc.

Figure 4



<https://blog.udemy.com/intrapersonal-intelligence/>

Linguistic Intelligence

According to Lewis, C. & Mitchell P., (2014) published in their book *Children's Early Understanding of Mind: Origins and Development* mention that a simple linguistic intelligence definition is well-developed verbal and written skills with sensitivity to the rhythm and sounds of words. This kind of intelligence is exhibited in written and spoken word. Examples of people who tend to possess high levels of linguistic intelligence are writers, public speakers, and teachers. (pag. 142)

Also this book states for Understanding the Basic Linguistic Intelligence Definition:

“The most basic linguistic intelligence definition is the ability to think words and use those words to express one’s thoughts to others. When people use conversation to speak to one another, they utilize their verbal/linguistic intelligence. Verbal intelligence is also employed when writers create written works, even something as simple as a letter to a friend or an email. In school, this intelligence is vital to good school performance, as most subjects require reading and writing skills. A verbal intelligence test and linguistic intelligence

activities all work to identify how well an individual can do this, and then to improve upon it if necessary.” (pag.257)

Linguistic intelligence core characteristics are:

Ideation – conceive and remember by internal language

Functional Literacy - comprehend the rules and use of correct language

Self-regulation – evaluate one’s use of language.

Adaptation – employ rules of language in new or diverse context

Oral Expressions- clarify and express one’s self orally

Written Expressions – analyze and express one’s self in written way

Students with a strong linguistic intelligence: Acknowledge the subtleties of grammar and meaning, spell properly, love word games, figure out jokes and riddles, and utilize descriptive language.

Support this intelligence in the classroom by: examining new vocabulary, gaining vocabulary and expressions from other languages, inciting opportunities for speaking in public, integrating drama into the learning process, writing journals in a daily basis, developing opportunities for creative writing, helping the development of verbal storytelling, adding opportunities for expository and narrative writing, using quality children’s literature in the classroom.

Technologies that stimulate this intelligence are: textbook, pen/pencil, worksheet, newspaper, magazine, word processing, electronic mail, desk top publishing, web-based publishing, keyboard, speech recognition devices, text bridges.

Activities to develop linguistic intelligence: poetry, debate, story–telling, memorizing, etc.

Figure 5



<http://www.inspiring-breakthrough.co.uk/learning-styles/linguistic-learning.htm>

Logical-Mathematical Intelligence

Some people are able to learn anything using their logical skills. They can calculate and make connections with information given. They enjoy mental challenges and have deductive reasoning, can discover patterns by using logical thinking. They are good at scientific investigations, comprehending complex and abstract ideas and analyzing relationships among different things. In a word, they excel at chess or computer games where skills and strategies are required.

According to Toozhy, (2014) in his book titled Keys to Success at School and Beyond:

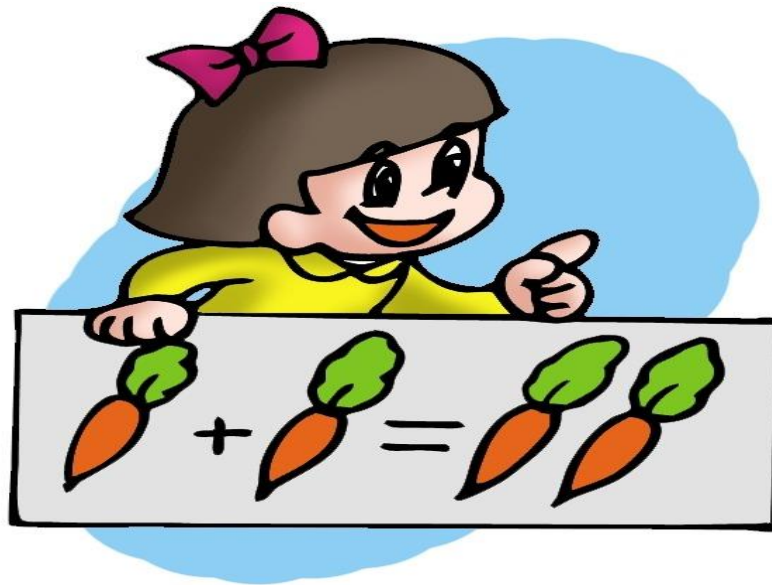
Logical-Mathematical Intelligence may be defined as the ability to appreciate and calculate the effect of actions upon objects or ideas and the relationships among them. To apply inductive and deductive reasoning skills, to provide solutions and to overcome complex mathematical and logical challenges as well as solving critical and creative problems. (pag. 322)

Individuals with Logical-Mathematical Intelligence will fall into: educational mathematical accomplishments, studied Math at school obtaining good grades, effective mathematical skills, are fond of using ones mathematical skills in their

daily life, are able to apply logical reasoning skills in order to solve daily problems, strategic games – really likes, and is good at games in which skill and strategy are involved.

Activities to develop logical mathematical intelligence: calculations, statistics, logic problems and puzzles, etc.

Figure 6



<http://www.totthoughts.com/activities-logical-mathematical-intelligence/>

Naturalistic Intelligence

Students who enjoy sorting objects, collecting things and are skilled in discriminating things possess the naturalistic intelligence. They will be excellent at a science class where they perform experiments and studies about nature. Teachers must be aware of this kind of students in order to guide them develop their naturalistic intelligence and who knows there might come a time when they excel as biologists, professors in Science, and will be the ones who introduce other pupils into the field of Biology.

Naturalistic Intelligence is the ability to distinguish, classify, and use elements, objects, animals, or plants of the environment in urban areas as well as

rural areas. This intelligence includes the abilities of observation, experimentation, reflection, and questioning our environment. People who possess this kind of intelligence are people from the countryside, botanists, hunters, ecologists and others. Children who love animals, plants, and who recognize and love to investigate the natural world characteristics and also man's features belong to the naturalistic intelligence.

Herewith some of the instructional strategies for the naturalistic intelligence: observing nature, sorting things from nature, collecting data, labeling and mounting specimens from nature, collecting objects from nature, organizing collections, doing experiments in nature, noticing changes in the environment, sorting information, keeping notebooks, using magnifiers, binoculars, telescopes, or microscopes to study nature, gardening.

Activities to develop naturalistic intelligence: classifying plants, animals, minerals, etc.

Figure 7



<http://education.jhu.edu/PD/newhorizons/strategies/topics/mi/campbell.htm>

Bodily-Kinesthetic Intelligence

The bodily-kinesthetic intelligence (BKI) refers to movement, making things, touching. People with this kind of intelligence love to communicate well through body language and be taught through physical activity, acting out, role playing, and hands on learning. This kind of intelligence is exhibited in dancers, athletes, artisans, musicians, and surgeons. BKI includes characteristics such as working skillfully with objects (fine and gross motor), controlling bodily motions and the capacity to handle objects. Moreover, it incorporates sense of timing, sense of direction and in regards to fine motor abilities it adds the ability to use hands and fingers to carry out delicate movements with precise control.

Dancers believe his/her ability to perform is generated from the control of the body. It has the ability to do this without having images or written words. Engineers and architects feel a sense of movement within their bodies for size, mass, volume, shape, and patterns. Gymnasts perform a series of unbelievable skills as they possess an innate ability to generate actions and movements from within their bodies.

Activities to develop bodily kinesthetic intelligence: brain gym, body language, field trips, role plays, craftworks, etc.

Figure 8



<http://www.education.com/reference/article/bodily-kinesthetic-intelligence/>

Exploring the Challenges of Application of Bodily-Kinesthetic Intelligence Theory in the EFL teaching – learning process.

Gross motor development through Bodily-kinesthetic intelligence

Bodily-kinesthetic intelligence people, also known as body smart learners, love physical and hand-on activities where they integrate movements. There are two different kinds of motor skills: gross and fine. In this part of the chapter, gross motor skills will be considered. Gross motor skills are larger movements that children make with their legs, arms, hands, feet, or their whole body. Some examples of these skills are running, jumping, hopping, and jogging. The following activities could also be considered in order to develop students' gross motor skills:

Dancing. Have children dance in a silly way just for fun, or teach them the Twist, the Chicken Dance, the Macarena, or the Electric Slide.

Balancing. Make children balance in bars, which can be found everywhere: sidewalks, short walls, fallen trees, a line on the way, here it is necessary to use creativity to find other activities so children can develop their gross motor skills through balancing. Other exercises may include walking on tiptoes, hopping on one foot, jumping from one side to the other, or doing handstands and headstands.

Play catch. Activities like throwing and catching a ball may seem so simple, but it helps develop hand-eye coordination enormously. These can be done with different things such as beach ball, baseball, volleyball and also increase the distance between the children.

Obstacle Course. It is really interesting to have the students go through an obstacle course which demands crawling, jumping, balancing, climbing, hula-hopping, etc. In this activity you may include your students in creating obstacles courses outdoors, as well as indoors.

Play Kick. Playing kick is an amazing and easy way to improve coordination and muscle control. Children can practice passing back and forth while they run across the patio, and when skills are developed they can move farther apart.

Fine Motor Development through Bodily-Kinesthetic Intelligence

Fine motor refers to the control over the small movements of the hands and fingers, small muscles of the face, tongue and feet. But it is mainly related to developing the skills of the small hand muscles. Improving the fine motor dexterity is really important because it is an integral part in the child's development as when they are at kindergarten they are able to color with crayons, paint with a paintbrush, cut with scissors, and play with legos, puzzles, and beads. Other actions that involve this kind of skill are using knife and fork at the table, tying their shoes, at which some children find it difficult and feel frustrated in front of their classmates.

Fine motor skills enable the students to start their handwriting and for this reason they have to develop and master small movements of their hands and fingers. On the other hand, besides feeling frustrated the kids might lose their interest in learning. Herewith are some activities that will help them on their purpose.

Egg Carton and Beans. First, we need an egg carton in which numbers will be written from one to ten. By using dried beans, the kid will hold a few beans in his hand and will place them into the egg carton one by one and moving a single bean with his fingertip. He will have to add the correct number of beans. In this way, the child is reinforcing the number concept. This seems easy but it is not, especially for those with poor fine motor skills.

Money Boxes. For this activity is necessary to use a money box and some coins. This exercise is similar to the first one. The kid must hold two or three coins in the hand and put one coin at a time without dropping the others into the side slot.

Teachers must make sure that the thumb is under the fingers to get the best from this exercise.

Appropriate Scissors Grasp. This will give practice and strengthen the child's hand muscles, and help to improve fine motor skills in order to have a good handwriting. The thumb must be placed through one hole and the middle finger through the other hole, and the index finger resting out of the scissors.

Playing with play dough. Playing with play dough helps the child to strengthen hand muscles and develop control over his fingers. Some activities done with the play dough will promote the skillful use of the tripod fingers and therefore develop pencil control and have a better handwriting.

Think conceptually, abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles, and ask cosmic questions. They can be taught through logic games, investigations, and mysteries. They need to learn and form concepts before they can deal with details.

At first, it may seem impossible to teach to all learning styles. However, as we move into using a mix of media or multimedia, it becomes easier. As we understand learning styles, it becomes apparent why multimedia appeals to learners and why a mix of media is more effective. It satisfies the many types of learning preferences that one person may embody or that a class embodies. A review of the literature shows that a variety of decisions must be made when choosing media that is appropriate to learning style.

Applying Bodily-Kinesthetic Intelligence in teaching-learning process at 1st EGB Students at IPAC

Bodily kinesthetic intelligence is linked to the ability to control the body in physical activities related to sports, dance, manual skills, etc. In the learning process of students of the 1st EGB at Unidad Educativa Instituto Particular Bilingüe Abdón Calderón some activities will be developed to stimulate the creative learning through the use of bodily kinesthetic intelligence.

Teachers prepare the classroom, create a suitable environment that allows them to move from one place to another, they can stretch, move and be active to facilitate physical and motor development. Activities such as dramas and role plays are chosen according to the level of student learning to get his attention. These activities are suitable for any type of intelligence, because they involve multiple activities, act, memorize the text, create scenarios, designing costumes and presentation to the public, all this is an experience either at school or in front of the family.

Other activities include field trips, visits to the zoo, museums, markets, where children have the opportunity to smell, sight, touch, taste and perceive things by themselves to develop their imagination and creativity. It should be noted that parents and teachers are the ones who put the limits of creativity and should be the ones to guide children in the learning process because of their age they are not aware of their actions. In contrast of the activities provided by using bodily-kinesthetic intelligence is it found the traditional learning which will be described for better understanding.

Traditional Learning

Longtime teachers and psychologists have developed research based on theories of learning and has been shown throughout history that educational process is very complex and does not support drastic solutions or modifications. The results of these investigations are presented at conferences and meetings, and published in magazines nationally and internationally. Some contributions refer to the theories of learning and others refer to solutions to specific problems. However, the impact of such investigations in the regular classroom is minimal; despite the efforts made in the design of valuable projects students are not involved with the class.

Many suggestions that seem so attractive and common sense in the articles of educational magazines are ineffective in the real classroom, because the number of students can be numerous, and many of them have not had the

opportunity to fix the previous concepts necessary or do not have enough capacity for abstract logical reasoning. This should be a result of: teachers have control, teachers provide instructions and information, teachers set learning objectives, students are recipients of information and knowledge, the student adapts to the established order, students are not allowed to express their creativity, teachers do not establish dialogue with students.

New pedagogical trends emphasize the nature, structure and unity of science, and in the process of scientific “inquiry”. The problem presented to the teacher, is to convey a particular conception or structure of scientific knowledge to students so that they become a permanent component of their own cognitive structure.

Characteristics of traditional learning

The most important characteristics of traditional learning are the following:

Teacher: Is essential for a successful education, organizes knowledge, prepares the material to be learned and guides their students, is the model and guide to which students must obey and imitate.

Class: Classes are organized, orderly and planned; this is carried out within the school handbook. What the student has to learn and the method to be used is in the school handbook; if this is not used learning can delay due to distractions caused to follow another plan.

Method: Students were taught the same teaching method in all occasions. The review, understood as the repetition of what the teacher says, is based on this method.

In the XIX century, authors such as Durkheim, Alain Chateau argue about the involvement on educating students propose models with clarity and perfection. Despite this, the education system still seems in many aspects to the former. The teacher is who organizes, simplifies and directs the knowledge that students

should learn, using practical exercises; so that they come into contact with the model. Discipline, rules and punishment remain fundamental; using the latter as one of the first two are not met. For all this to be carried out satisfactorily, the teacher should adopt a distant attitude with students to better impose their discipline. The student's knowledge is learned and taught without innovations or strategies which lead the learner to not be reflective, critical and analytical that is no meaningful learning.

Creative Learning

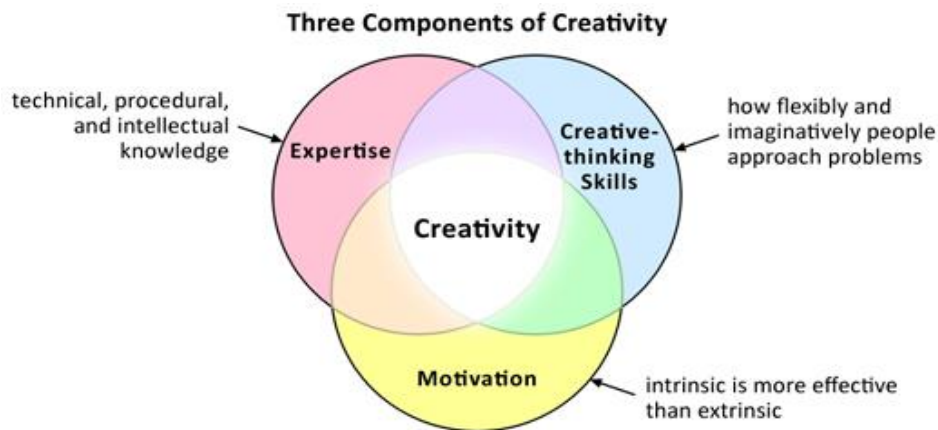
The aim of this method is that students can improve their ability to solve their problems through creativity, be empathetic and allow him to have a better understanding with the work of others, increase their margin of ideas. Creative learning allows educated and trained people be rich in originality, flexibility, future vision, initiative, confidence; risk lovers and people ready to deal with the obstacles and problems they are presented in their school and everyday life. In addition, creative learning offers tools for innovation, allows a flexible and transforming attitude that is based on breaking down barriers to build the new school of the future, whose main goal is to be integrated, caring, respectful, thoughtful, divergent, developer, open and consistent with the needs of all students. Communication skills and motivation are essential for the creative person to express their ideas abroad.

Creative learning was developed to help children who have difficulty learning through traditional teaching methods. Children who are considered to think with the right brain tend to be more creative and less analytical; therefore, learn more efficiently through a creative approach. There are several successful techniques that have been developed for creative learning process.

The basis of creative learning is to remove the structure surrounding a typical classroom environment. In traditional schools, students are expected to sit quietly and listen while the teacher explains the lesson. They are taught to memorize information and are given a written test to determine their progress. In a creative

Another technique of creative learning is a Venn diagram. In 1880, John Venn developed this method as a way of illustrating the relationship between ideas and problems. A Venn diagram looks like a cluster of interlocking circles of different colors, which are labeled to show the relationship between certain elements. The teacher can use these techniques to teach students traditional lessons in math, reading, science and history, to convey ideas and connections between them.

Figure 10



http://www.creativitypost.com/psychology/creativity_components

Why creative learning is important for students?

Creative learning is important because:

Students generate new ideas.

Students produce original solutions.

Encourages students to show interest in their activities.

Students are participatory, seeking new information and gain confidence in their abilities.

Encourages students to acquire knowledge and generate their own learning.

Students face new challenges.

Why must the teacher be creative?

Although there is no manual to work the creativity of students, it is important seek activities or games that provide creative learning. All children are creative and teachers often make the mistake of only considering those creative activities that have to do with art, music or painting. However, each student has a talent and an activity they enjoy and where they can develop their imagination.

Teachers must be creative if they want to have creative students. They must be willing to change their class model. If they do the same as always, students will learn the same as always. The teacher should have an open mind and be willing to use new teaching strategies and to listen and take into account the proposals of the students, because they always want to have participation.

Encourages the curiosity of students: children are full of creativity and curiosity, the most important is to give them space and freedom so they can use it. Find out what interests them and take advantage of it to learn new things related.

Differences between Traditional Learning and Creative Learning

As stated by Abdualrhman (2015) “While traditional learning has bases of behaviorism, creative learning comes from constructivism, so they have big difference.”

Chart 1

TRADITIONAL LEARNING	CREATIVE LEARNING
Teacher assumes the role of expert or authority in the classroom.	Teacher has the role of facilitator, tutor, guide or mentor.

Students are seen as a passive receptor of information.	Students are seen as individuals who can learn on their own.
Teachers are the ones who transmit information to students.	Students take responsibility for learning and create alliances between student-teacher.
Teachers organize content in expositions according to their discipline.	Teachers design their course based on open problems, increasing the motivation of students presenting real problems.
Students work on their own.	Students work in groups, interact with teachers to be guided and receive feedback.
Learning is individual and competitive.	Students experience learning in a collaborative environment.

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Learning Design

The learning design is one of the most important to ensure that all students can access the content and objectives of the curriculum approaches. It is a support system that helps to eliminate physical, sensory, affective and cognitive obstacles to learning and participation of students in the classroom. This new concept of accessibility is understood as essential to ensure equal opportunities in the classroom condition. According to the Learning Design it is necessary to identify why these obstacles occur and what can be done to allow developing the established curriculum.

The goal of learning design is to remove all these barriers and obstacles of learning and also give students the opportunity to be successful. The learning design is not specifically focused on children with learning disabilities and attention but is aimed at all students in general. This develops a flexibility that can be adapted to the needs and strengths of each student.

Learning Design is based on three principles:

Representation: Students differ in the way they perceive and understand information presented to them. Therefore, we must offer different options to address content through different channels of perception (auditory, visual, motor) and on the other hand, provide information in a format that allows as much as possible be adjusted by the student.

Action and expression: Students differ in how they can succeed between learning and express what they know. For that, the teacher must provide different materials that allow students to interact with each other, provide activities involving oral expression and motivate to participate in class and develop their kinesthetic intelligence. The teacher should encourage the effort and student motivation toward a goal because that way you will get your interest in the class.

Engagement: Students differ in the way they can feel involved and motivated to learn. Therefore, the teacher should provide several options that reflect the interests of students, strategies to cope with new tasks, self-assessment and reflection options on their expectations.

Instructional Design

It is a structured, planned and systematic process that guarantees the quality of learning. Instructional design is responsible for the planning, preparation, and the clear and effective design of environments and materials needed to be carried out learning. Create changes in knowledge, helps students' develop the abilities to accomplish certain tasks and improves their creative learning. Constitute the main axis that produces systematic instruction based on learning theories. The

Instructional Design includes analysis of students, ratification of goals and objectives, design and implementation of strategies and evaluation.

Instructional design is based on the following stages:

Analysis: Defines and identifies the source of the problem and possible solutions are determined. In this stage, different research methods, such as needs analysis are used. The product of this is composed of instructional goals and a list of tasks to be taught.

Design: The teacher designs an outline of how to achieve instructional goals in the classroom. For example: recognizing the strengths and weaknesses of students, analyze the study material, write objectives, drafting items for testing, determine how you will teach, and design the sequence to follow .

Development: The teacher prepares lesson plans and materials to be used with students for the successful development of each assignment.

Implantation and Implementation: The teacher can use appropriate materials and implement the class in different environments: in the classroom, in science labs and computer labs. At this stage the understanding of the material, mastering skills and goals, and the level of knowledge of students.

Evaluation: There are two types of evaluation:

Formative Evaluation: This evaluation provides feedback to the students in order to improve learning during the teaching.

Summative Evaluation: It is performed at the end of the school year to determine whether they have achieved learning levels established in the curriculum.

Further to the learning design principles, Gagné learning theory will be studied in this part of the thesis.

Gagné Learning Theory

Gagné learning theory is based on the fusion between behaviorism and cognitivism, also notice an attempt to unite Piagetian and Bandura's social learning concepts. Gagné affirmed that each student is a unique individual, with experience, totally different interests and motivations. He also said that the conception of learning has to go beyond a stimulus-response situation since learning is a complex system that should not be seen only in behaviorist conceptions. Teacher learning is "a process of change in the individual's capabilities, which produces persistent states and is different from organic growth or maturation ". New learning is acquired when there is a change in behavior, and this learning is usually produced by the interaction of the individual and their environment.

Gagné's theory is based on internal and external conditions conducive to optimal learning. The internal conditions necessary for learning is based on the interaction that activates the learning process, stimulating receptors and allowing the student to understand and select information. This approach produces another scheme in showing the learning process. The external conditions are defined as training events, external to the individual that allows the learning process occurs. This theory aims to provide the organization of optimal external conditions to achieve a particular learning outcome and try to adapt the instruction to each learning process and outcome to be achieved.

Teachers' learning is a process of change in student's abilities, which produces persistent states and is different from organic development. A new learning is acquired when there is a change in behavior, this usually occurs by learning student interaction and environment. Gagné says that the learning process starts with motivation to learn. In the understanding phase it is called the student's attention on what is important and helps them learn. Then comes the phase of acquisition and retention when switching from not learned to learn.

In the retention phase, learning remains in short-term memory and information that integrates new information into the existing structure is increased. It accumulates in this way to be used in long-term memory; the teacher intervenes here asking questions or exercises to help the student remember the lessons learned. Then the generalization phase, where the main objective is to transfer and generalization. It allows observing the performance of the new acquired behavior and also the teacher will give students feedback on their process.

Gagné indicates the existence of different levels of learning, and states that each requires a different type of instruction: verbal information, Intellectual skills, cognitive strategies, motor skills, attitudes. Besides, he proposed learning tasks for the cognitive domain hierarchy that are organized in increasing complexity, ranging from the perceptual recognition to problem solving: stimulus –response, verbal association, multiple discrimination, learning concepts, learning principles, troubleshooting. This hierarchy establishes a necessary sequence of instructions that allows students to achieve effective learning: gain the students attention, inform the students the objectives to be achieved in the school year, stimulate the memory of the previous teaching, present stimulating material, provide guidance to the student, practice what they learned, provide feedback, evaluate the performance, improve retention and transfer.

2.3. CONCEPTUAL FRAMEWORK

Multiple Intelligence Theory. Through this theory Dr. Gardner concluded that intelligence is not innate and fixed that dominates all the skills and abilities of solving problems that human beings possess , it has established that intelligence is located in different areas of brain interconnected with each other and can also work individually.

Visual Spatial Intelligence. The visual-spatial intelligence is regarded as the ability to think and perceive the world in pictures.

Musical Intelligence. Musical intelligence is the ability to appreciate, discriminate, transform and express musical forms, and to be sensitive to the rhythm and tone.

Interpersonal Intelligence. Interpersonal intelligence is what allows us to understand others. This intelligence is much more important in our daily lives than academic excellence, because it is what determines the choice of partner, friends and our success in work or study.

Intrapersonal Intelligence. It allows an accurate picture of us; understand our aspirations and priorities, directing our inner feelings to know how to act and what decisions to make to achieve balance and satisfaction of our emotional needs.

Linguistic Intelligence. It consists of fluency, managing the written and spoken word. This intelligence gives someone the ability to tell or write poems.

Logical Mathematical Intelligence. Is the ability to analyze and reason effectively. It includes sensitivity to logical patterns and relationships, functions and abstractions.

Naturalistic Intelligence. It provides insights into the natural environment and develops knowledge related to nature, such as biology, geology and astronomy.

Bodily Kinesthetic Intelligence. It allows control the movements of all body parts. It is needed to develop activities that require coordination and rhythm, like sports or dance.

Gross Motor. Are larger movements that children make with their legs, arms, hands, feet, or their whole body.

Fine Motor. Refers to the control over the small movements of the hands and fingers, small muscles of the face, tongue and feet.

Traditional Learning. The educational process is very complex and does not support drastic solutions or modifications.

Creative Learning. Involves playing with ideas and trying out possibilities. Creative learning allows educate and train people rich in originality, flexibility, future vision, initiative, confidence.

Creativity. Is the act of turning new and imaginative ideas into reality. Creativity is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions.

Learning Design. Ensures that all students can access the content and objectives of the curriculum approaches.

Instructional Design. It is a structured, planned and systematic process that guarantees the quality of learning.

Learning Theory. Make the description of a process that allows a person or an animal learn something. They pretend to understand, anticipate and regulate behavior through the design of strategies to facilitate access to knowledge.

2.4. RESEARCH QUESTIONS

What is the impact of creative learning in education?

Is bodily kinesthetic intelligence the best way to encourage creative learning at IPAC?

Are teachers and students ready to work with it at IPAC?

2.5. HYPOTHESIS

The use of bodily kinesthetic intelligences will favor the development of creative learning of the English Language in students of 1ST EGB at Unidad Educativa Bilingue Instituto Particular Abdón Calderón.

2.6. VARIABLES AND INDICATORS

Independent Variable. Use of bodily kinesthetic intelligence.

Dependent Variable. Development of creative learning.

Chart 2

VARIABLES	DIMENSION	INDICATORS
INDEPENDENT VARIABLE The Effect of the Use of Bodily-Kinesthetic Intelligence	Gardner's Multiple Intelligences	The Theory of Multiple Intelligences
		Types of Multiple Intelligences
	Exploring the challenges of application of bodily-kinesthetic intelligence theory in EFL in the teaching - learning process	Gross motor development through Bodily-kinesthetic intelligence
		Fine motor development through Bodily-kinesthetic intelligence
		Applying Bodily-Kinesthetic Intelligence in teaching-learning process at 1st EGB Students at IPAC
DEPENDENT VARIABLE Creative Learning	Traditional Learning Vs. Creative Learning	Learning Design Instructional Design Gagné Learning Theory

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

2.7. DEFINITION OF TERMS

EFL refers to the teaching and learning in a foreign language.

EGB stands for Educación General Básica.

ESL refers to the teaching and learning of English as a Second Language. Learners are exposed to an English-speaking environment so they can speak and use English outside the classroom.

Intelligence is the ability to learn, understand and think in a logical way about things.

Learning Styles can be defined as the way human beings prefer to concentrate on, store and remember new and/or difficult information.

Method is process that organizes the procedures for conducting teaching and learning.

MIT refers to Multiple Intelligences Theory.

Skill is the ability to do an activity or job well, especially because you have practiced it.

Strategy is the art of, or a scheme for, managing an affair cleverly.

Technique is a way of doing something by using special knowledge or skill.

2.8. SUMMARY

This research is based on two theories. The first is the theory of multiple intelligences created by Howard Gardner, which focuses that each individual has a unique intelligence. He affirms that the human mind would be organized in different modules with little connection and relationship with each other, having different responsibilities. For this, there are eight

intelligences: Visual spatial intelligence, Musical intelligence, Interpersonal intelligence, Intrapersonal intelligence, Linguistic intelligence, Logical mathematical intelligence, Naturalistic intelligence and Bodily kinesthetic intelligence.

The visual spatial intelligence is mainly related to processing the visual information. Musical intelligence is responsible for the creation, communication and understanding of musical symbols. This needs an early formal education. Interpersonal intelligence study skills related to the recognition and distinction of feelings, beliefs and intentions of others. Intrapersonal intelligence is the ability to know each other better, get a good discernment between feelings and internal processes.

The Linguistic intelligence is responsible for oral language and other communication systems: includes the use and understanding of language in different contexts. Logical mathematical intelligence has the ability of logical reasoning: includes mathematical calculations, numerical thinking, ability to logic problems, etc. Naturalistic intelligence has the ability to discriminate and classify existing organisms from urban environment, suburban or rural living. Bodily kinesthetic intelligence is the ability to use body movements as a means of self-expression.

Each of these intelligences must be developed effectively. However, there are many children who do not. Gardner said that not everyone has the same domain of intelligence. A student who is very good with logical mathematical intelligence may not be as good with linguistic intelligence; this does not mean it is a bad student. It is important to add that the teacher must be the primary motivator of students. Especially because first graders begin to acquire knowledge, and is the right age to stimulate the development of their skills.

Gagné Learning Theory is the second theory studied in this research. It is considered as the only theory deeply focused on learning. It is an important union of behaviorism and cognitivist concepts. It is based on the evolutionary theory of Piaget and the Bandura's social learning.

Gagné said that learning is changing human capacity that persists for a period of time and cannot be explained through the ripening process. This change in behavior occurs when the result is achieved only through learning, attitudes, interest, and value. He maintains that there are internal and external conditions governing the learning process. The first refers to the acquisition and storage capabilities that are prerequisites for learning requirements; the latter refers to the various types of contextual events should be scheduled to facilitate learning.

In addition, learning is conceived as a hierarchical and cumulative process, a process that involves situations, structures, functions and actions happen when some of them are directly observable when learn new things. Gagné indicates the existence of different levels of learning, and states that each requires a different type of instruction such as: verbal information, Intellectual skills, cognitive strategies, motor skills that should be stimulated to be successfully developed.

CHAPTER III

3. RESEARCH METHODOLOGY AND FINDINGS

The design of this research work is applied quantitatively, because the study population will be considered based on their numerical proportion to accomplish with statistical techniques and has a qualitative approach because different states in influencing the development is comprised creative learning in the teaching-learning process through the implementation of bodily kinesthetic intelligence.

To develop the research work the following types of research will be used:

Applied research

The reason why we chose this type of research is because we want to improve the creative learning through the bodily kinesthetic intelligence in students of 1ST EGB at Unidad Educativa Instituto Particular Bilingüe Abdón Calderón.

Descriptive Research

The objective of descriptive research is to understand the situations experienced students of 1ST EGB regarding the lack of curricular activities that allow them to develop creative learning through bodily kinesthetic intelligence. The purpose of this research is not only limited to data collection, rather to the solution of the problem. The reason why we will use this research is to determine the absence of activities to stimulate the development of bodily kinesthetic intelligence in students, to give immediate solutions to prevent problems in their creative learning. The goal of this problem is to provide an appropriate methodology through activities that would integrate the group of students and community members in order to get a quality education.

Field Research

Field research was used in this project because this includes the study of variables which controls their increase or decrease and their effects on the behavior observed in students of 1ST EGB at Unidad Educativa Instituto Particular Bilingüe Abdón Calderón. Different strategies were applied to determine the specific problem.

Experimental Research

The application of this set of activities is used to solve the current problem in this institution, such as the lack of curricular activities to develop creative learning through bodily kinesthetic intelligence; this will serve as a model for other institutions which face the same problems. This research involves subjecting a group of students to certain stimuli to observe the effects that occur.

3.1. METHODS AND TECHNIQUES

It is essential to keep proper order in research bases, rules and procedures required. So it could achieve a particular purpose which can be conceptual material on variables that are handled.

The methods covered in this investigation are:

Deductive-Inductive method:

In this project the method of induction and deduction was used because both complement each other in the learning process, it is part of the study of a particular set of cases and then test it and applies it in different situations of real life. Through this method, we will study each of the causes that led to the problem of lack of stimulation of creative learning.

Analytic-Synthetic method:

The proposed method will allow us to meet our object of study, the problems encountered and the degree of difficulty, in order to give proper solution. After analyzing the problem we will proceed to apply methodologies to give appropriate solutions to help improve this flaw in students of the aforementioned institution.

The techniques covered in this investigation are:**The Interview:**

This technique was applied with a guide of five questions addressed to the Principal of Unidad Educativa Instituto Particular Bilingüe Abdón Calderón. All this with the purpose to clarify the problem and seek a solution that improves the quality of education.

Observation:

This method allowed us to have a direct contact with the population studied in this case students of 1ST EGB at Unidad Educativa Instituto Particular Bilingüe Abdón Calderón. This technique consists of observing carefully the case to investigate, take information and record it for later analysis. The research was developed with clear, defined and precise objectives. This observation method is used to achieve through a process of collecting data from reality causes affecting students with deficits in their development of bodily kinesthetic intelligence and creative learning.

3.2. RESEARCH POPULATION AND SAMPLE

The population for this study consists of 80 students and 20 teachers from 1ST EGB sections A, B, and C at Unidad Educativa Instituto Particular Bilingüe Abdón Calderón.

3.2.1. POPULATION

Chart 3

No.	Class Classification (Group)	Students
1	1 ST A	25
1	1 ST B	30
1	1 ST C	25
3	Total:	80

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

3.2.2 SAMPLE

The sample was applied in 1ST EGB sections A, B and C, with a number of 80 students and 20 teachers taken from the English Staff. All of them were observed and interviewed during the English classes in order to investigate and determine the students' performance by using bodily kinesthetic intelligence to improve creative learning. The sample comprises all the population that has been determined by non-probabilistic process.

3.3. RESEARCH INSTRUMENTS

The instruments that will be used in this project in order to gather data are surveys and IQ test. Based on the importance of conducting an analysis of the current situation of what happens with a group of students of 1ST EGB at Unidad Educativa Instituto Particular Bilingüe Abdón Calderón proceeded to develop surveys and apply to teachers and parents.

Survey:

A questionnaire of 10 questions is used in this technique, which will be provided to teachers and also 10 questions to parents in order to establish the factors that are affecting this problem.

IQ test: Students will be evaluated to know their IQ and the level of acquired learning.

3.4. RESULTS/FINDINGS AND ANALYSIS

TEACHERS SURVEYS

1. Does the application of a new curriculum promote the development of creative learning?

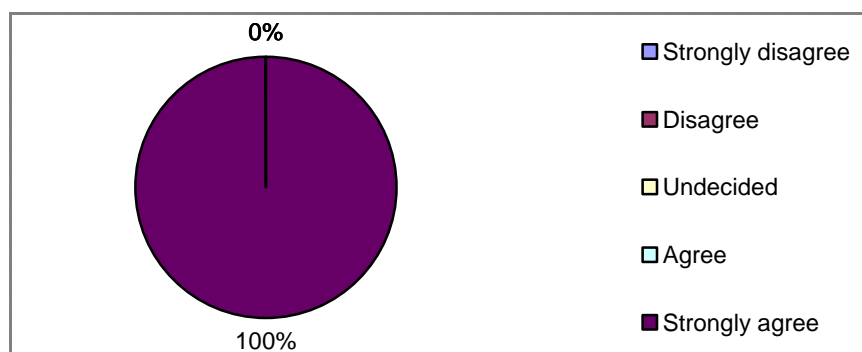
Table 1

CATEGORIES	FREQUENCY	PERCENTAGE
Strongly Disagree	0	0%
Disagree	0	0%
Undecided	0	0%
Agree	0	0%
Strongly Agree	5	100%
Total	5	100,00%

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Graph 1



Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Analysis

This chart shows that teachers would like to work with a new curriculum. A 100% of the teachers strongly agree because it would offer the students a quality education.

2. Does the use of Bodily Kinesthetic Intelligence help students develop their creative learning?

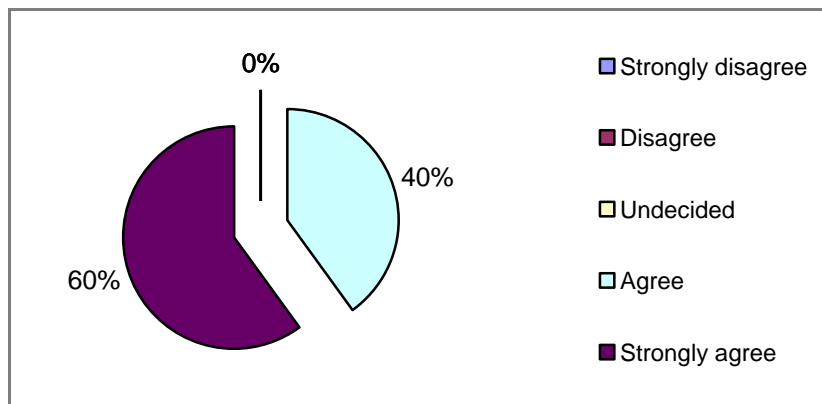
Table 2

CATEGORIES	FREQUENCY	PERCENTAGE
Strongly Disagree	0	0%
Disagree	0	0%
Undecided	0	0%
Agree	2	40%
Strongly Agree	3	60%
Total	5	100,00%

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Graph 2



Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Analysis

This chart shows that teachers believe that using BKI is a good idea as it improves creative learning. 40% of the teachers agree and 60% strongly agree.

3. Is the use of activities such as crafts, drama, role plays, and games necessary to develop creative learning through the bodily kinesthetic intelligence?

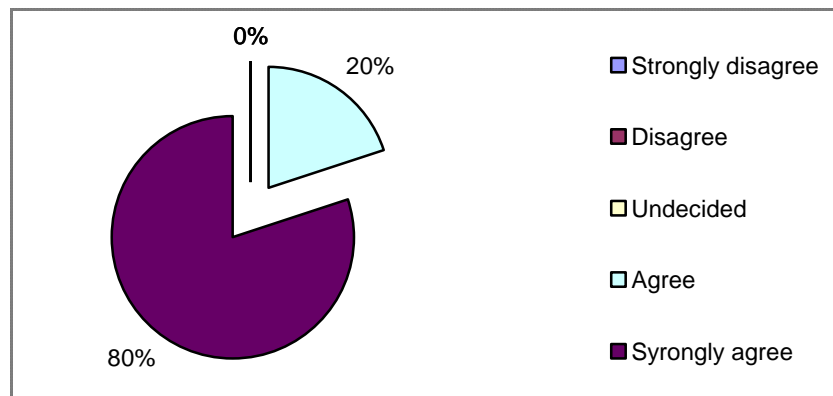
Table 3

CATEGORIES	FREQUENCY	PERCENTAGE
Strongly Disagree	0	0%
Disagree	0	0%
Undecided	0	0%
Agree	1	20%
Strongly Agree	4	80%
Total	5	100,00%

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Graph 3



Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Analysis

This chart shows that teachers consider the use of these activities necessary. 20% of the teachers agree and 80% strongly agree.

4. Do you believe that teachers provide creative learning to their students?

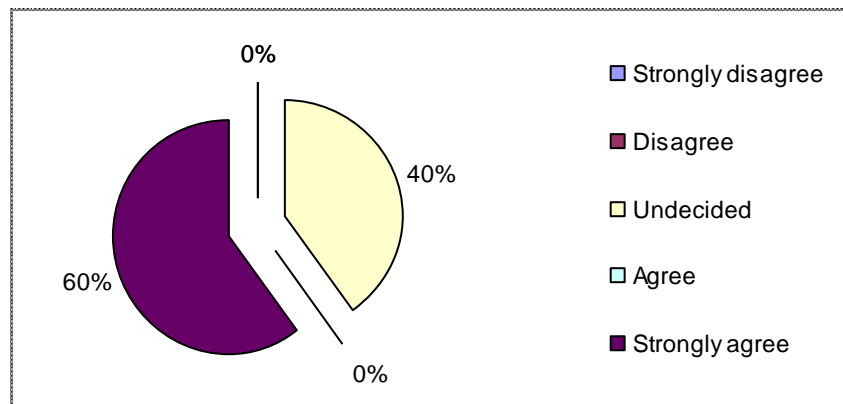
Table 4

CATEGORIES	FREQUENCY	PERCENTAGE
Strongly Disagree	0	0%
Disagree	0	0%
Undecided	2	40%
Agree	0	0%
Strongly Agree	3	60%
Total	5	100,00%

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Graph 4



Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Analysis

This chart shows that teachers are not sure if it provides creative learning to their students 40% of the teachers is undecided and 60% strongly agree.

5. Do you think bodily kinesthetic intelligence influences the development of creative learning?

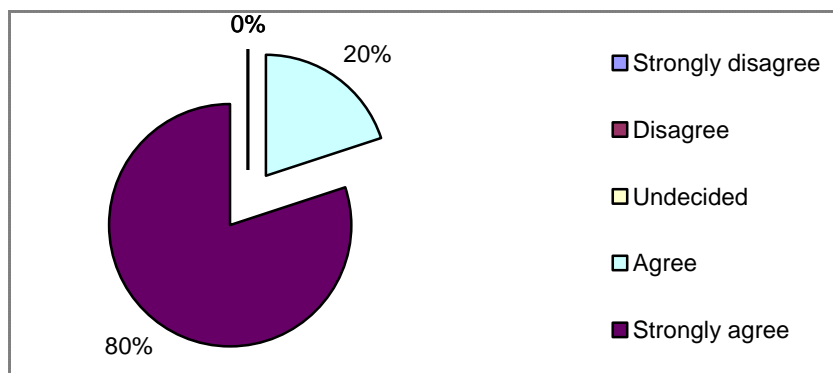
Table 5

CATEGORIES	FREQUENCY	PERCENTAGE
Strongly Disagree	0	0%
Disagree	0	0%
Undecided	0	0%
Agree	1	20%
Strongly Agree	4	80%
Total	5	100,00%

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Graph 5



Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Analysis

This chart shows that teachers think bodily kinesthetic intelligence influences the development of creative learning. 20% of the teachers agree and 80% strongly agree.

6. Do you believe than an open students' interaction in the classroom is necessary to develop the creative learning?

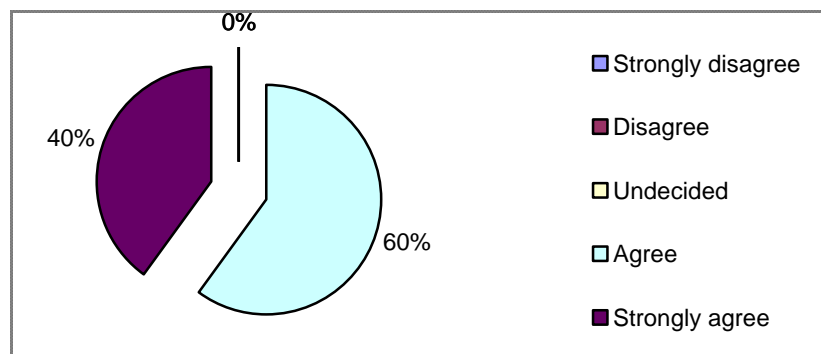
Table 6

CATEGORIES	FREQUENCY	PERCENTAGE
Strongly Disagree	0	0%
Disagree	0	0%
Undecided	0	0%
Agree	3	60%
Strongly Agree	2	40%
Total	5	100,00%

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Graph 6



Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Analysis

This chart shows that teachers believe that an open students' interaction in the classroom is necessary to develop creative learning. 40% of the teachers agree and 60% strongly agrees.

7. Do you believe that the institution needs projects that promote the importance of using bodily Kinesthetic intelligence as a key factor in facilitating creative learning?

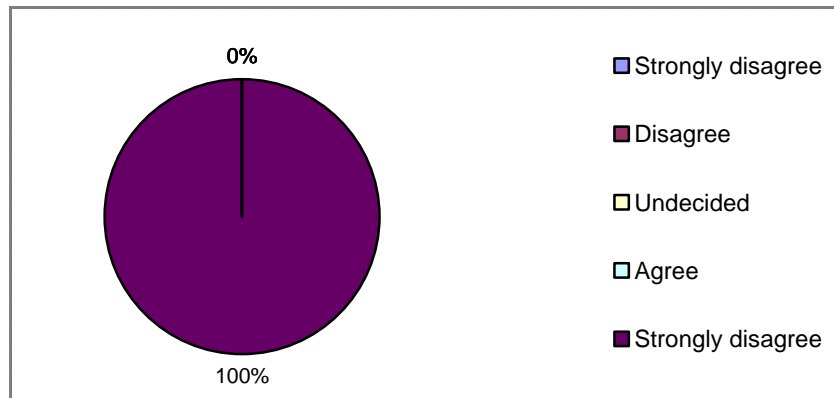
Table 7

CATEGORIES	FREQUENCY	PERCENTAGE
Strongly Disagree	0	0%
Disagree	0	0%
Undecided	0	0%
Agree	0	0%
Strongly Agree	5	100%
Total	5	100,00%

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Graph 7



Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Analysis

This chart shows that teachers believe the institution needs projects that promote the importance of using bodily kinesthetic intelligence. 100% of the teachers strongly agree.

8. Do you think that teachers should build confidence in their students in order to develop their creative learning?

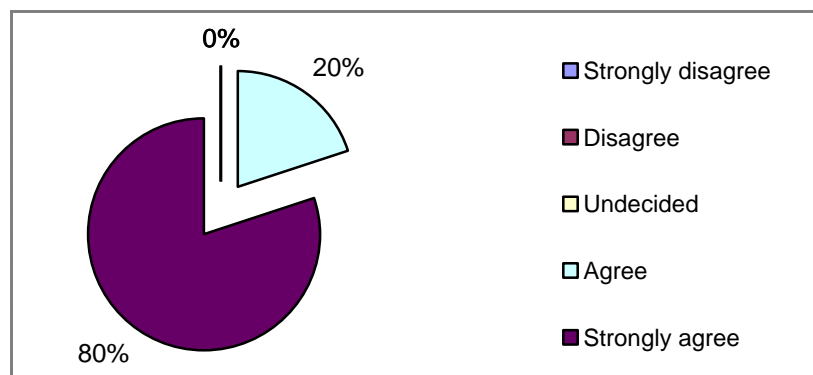
Table 8

CATEGORIES	FREQUENCY	PERCENTAGE
Strongly Disagree	0	0%
Disagree	0	0%
Undecided	0	0%
Agree	1	20%
Strongly Agree	4	80%
Total	5	100,00%

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Graph 8



Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Analysis

This chart shows that teachers think they should build confidence in their students in order to develop their creative learning. 20% of the teachers agree and 80% strongly agree.

9. Do you think the proper development of body kinesthetic intelligence makes a talented child?

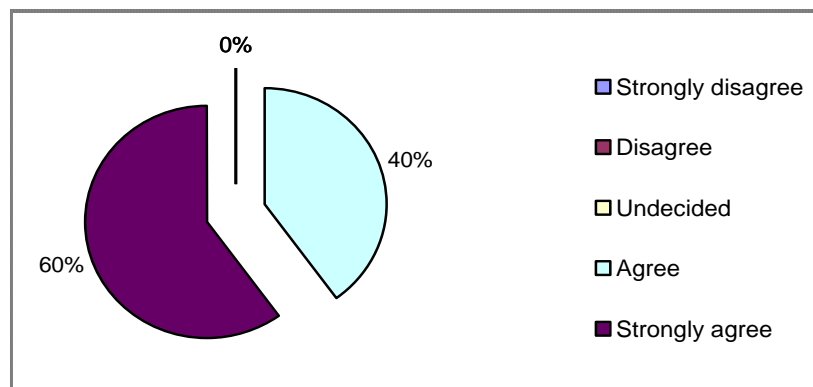
Table 9

CATEGORIES	FREQUENCY	PERCENTAGE
Strongly Disagree	0	0%
Disagree	0	0%
Undecided	0	0%
Agree	2	40%
Strongly Agree	3	60%
Total	5	100,00%

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Graph 9



Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Analysis

This chart shows that teachers think the proper development of body kinesthetic intelligence makes a talented child. 40% of the teachers agree and 60% strongly agree.

10. Do you believe that teachers are totally committed to the learning process of their students?

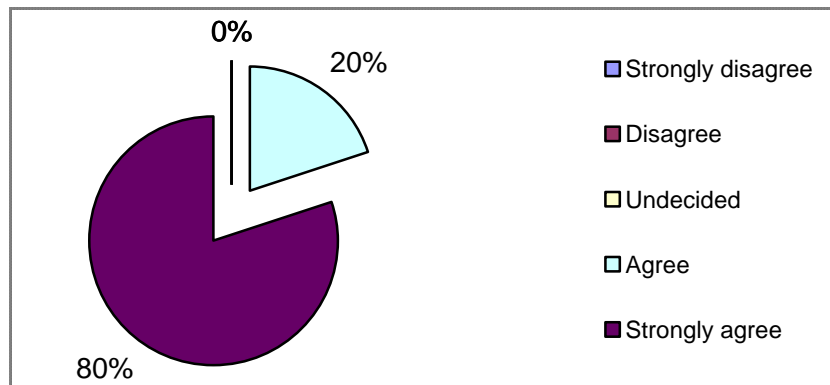
Table 10

CATEGORIES	FREQUENCY	PERCENTAGE
Strongly Disagree	0	0%
Disagree	0	0%
Undecided	0	0%
Agree	1	20%
Strongly Agree	4	80%
Total	5	100,00%

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Graph 10



Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Analysis

This chart shows that teachers believe they are totally committed to the learning process of their students. 20% of the teachers agree and 80% strongly agree.

PARENTS SURVEYS

1. In the educational institution are developed activities that encourage the creative learning?

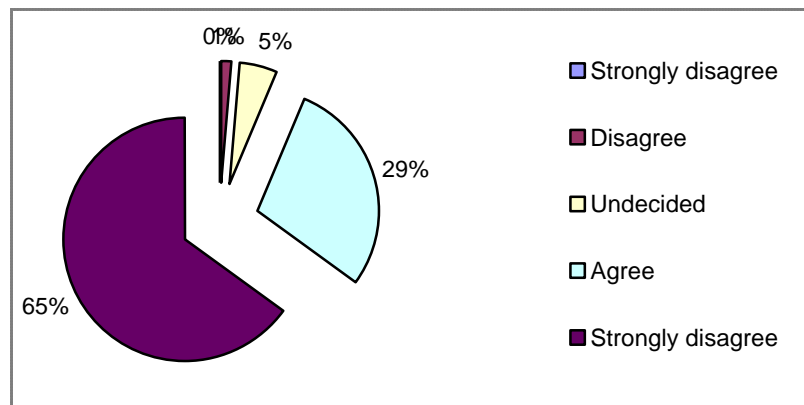
Table 11

CATEGORIES	FREQUENCY	PERCENTAGE
Strongly Disagree	0	0%
Disagree	1	1%
Undecided	4	5%
Agree	23	29%
Strongly Agree	52	65%
Total	80	100,00%

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Graph 11



Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Analysis

This chart shows that parents consider that educational institution developed activities that encourage the creative learning. 1% of the parents disagree, 5% undecided, 29% agrees and 65% strongly agree.

2. Do you think the activities related to bodily kinesthetic intelligence help students to develop creative learning?

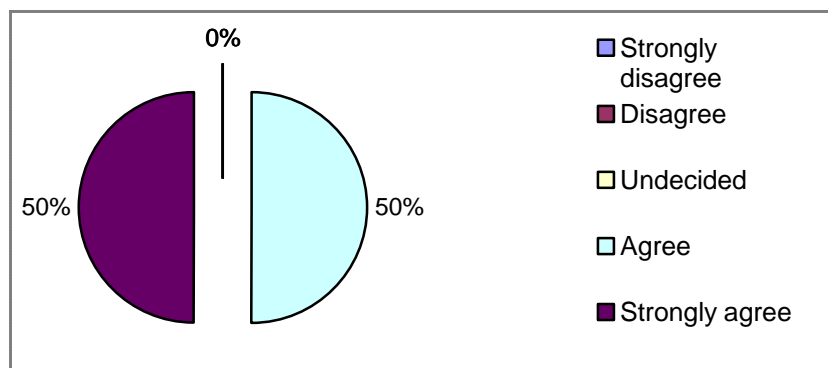
Table 12

CATEGORIES	FREQUENCY	PERCENTAGE
Strongly Disagree	0	0%
Disagree	0	0%
Undecided	0	0%
Agree	40	50%
Strongly Agree	40	50%
Total	80	100,00%

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Graph 12



Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Analysis

This chart shows that parents are convinced that activities related to bodily kinesthetic intelligence help students to develop creative learning. 50% of the parents agree and 50% strongly agree.

3. Do you consider important that children learn to develop their creative learning and participate in activities concerning to bodily kinesthetic intelligence?

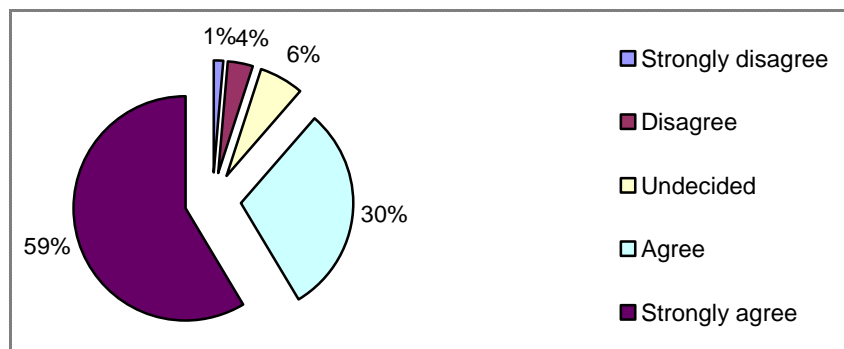
Table 13

CATEGORIES	FREQUENCY	PERCENTAGE
Strongly Disagree	1	1%
Disagree	3	4%
Undecided	5	6%
Agree	24	30%
Strongly Agree	47	59%
Total	80	100,00%

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Graph 13



Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Analysis

This chart shows that parents believe is a primary need for children to participate in activities related to bodily kinesthetic intelligence. 1% of the parents strongly disagrees, 4% disagree, 6% is undecided, 30% is agree and 59% strongly agree.

4. Do you collaborate in the development of the bodily kinesthetic intelligence of their children?

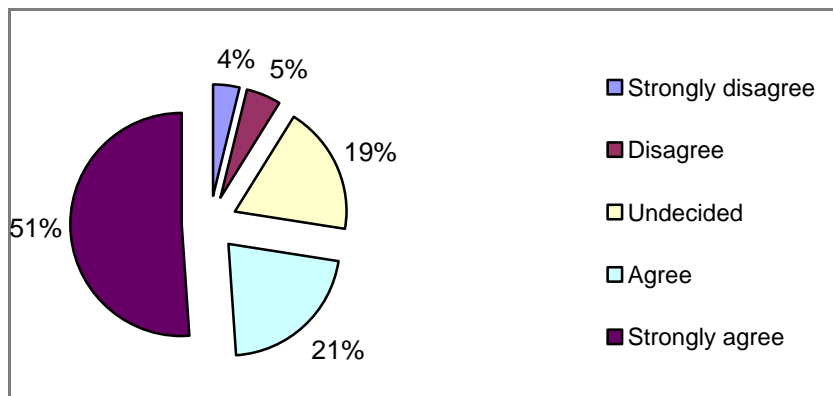
Table 14

CATEGORIES	FREQUENCY	PERCENTAGE
Strongly Disagree	3	4%
Disagree	4	5%
Undecided	15	19%
Agree	17	21%
Strongly Agree	41	51%
Total	80	100,00%

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Graph 14



Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Analysis

This chart shows that parents are aware that is important their collaboration at home in order to improve their children’s creative learning. 4% of the parents strongly disagrees, 5% disagree, 19% is undecided, 21% agree and 51% strongly agree.

5. Do you think the use of bodily kinesthetic intelligence will contribute positively in your children throughout their lives?

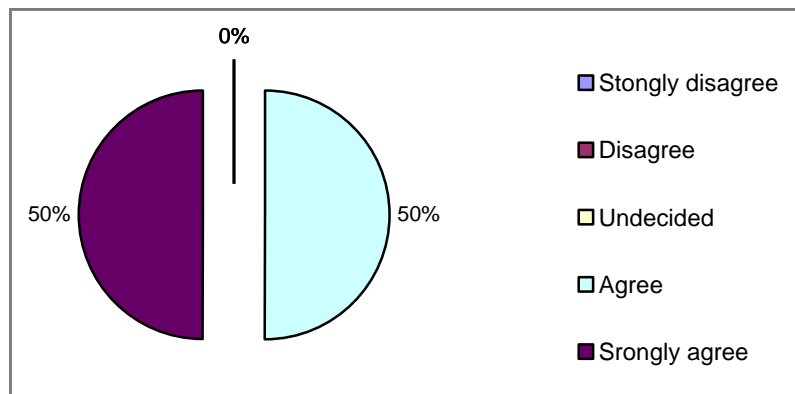
Table 15

CATEGORIES	FREQUENCY	PERCENTAGE
Strongly Disagree	0	0%
Disagree	0	0%
Undecided	0	0%
Agree	40	50%
Strongly Agree	40	50%
Total	80	100,00%

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Graph 15



Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Analysis

This chart shows that parents consider that bodily kinesthetic intelligence will contribute positively in their children throughout their lives. 50% of the parents agree and 50% strongly agree.

6. Do you help your children at home develop activities that allow them improve their creative learning?

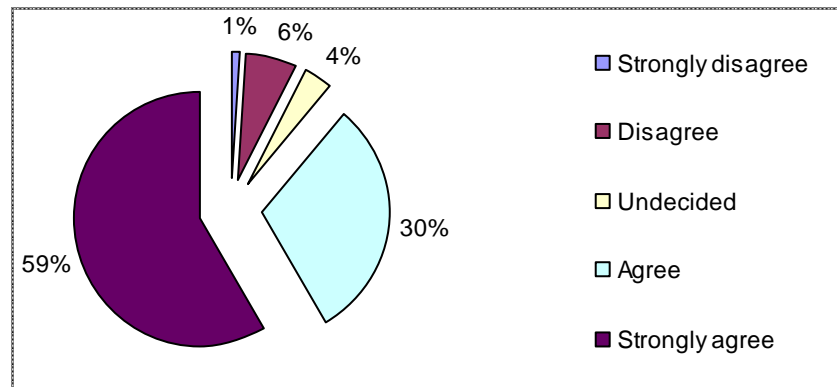
Table 16

CATEGORIES	FREQUENCY	PERCENTAGE
Strongly Disagree	1	1%
Disagree	5	6%
Undecided	3	4%
Agree	24	30%
Strongly Agree	47	59%
Total	80	100,00%

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Graph 16



Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Analysis

This chart shows that parents help their children at home develop activities that allow them improve their creative learning. 1% of the parents strongly disagrees, 6% disagrees, 4% is undecided, 30% agree, and 59% strongly agree.

7. Do you believe that parents must be involved in the educational process of their children?

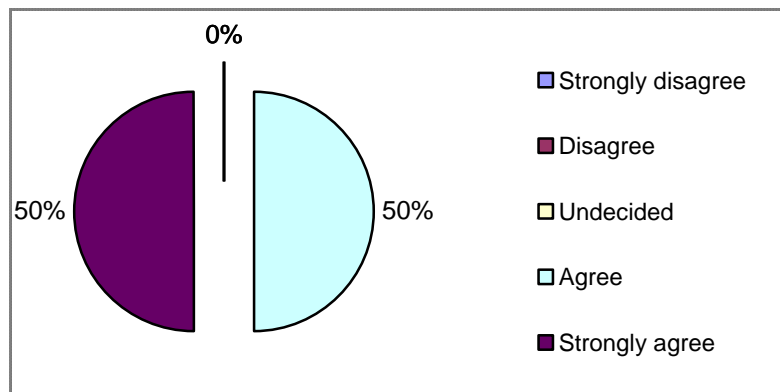
Table 17

CATEGORIES	FREQUENCY	PERCENTAGE
Strongly Disagree	0	0%
Disagree	0	0%
Undecided	0	0%
Agree	40	50%
Strongly Agree	40	50%
Total	80	100,00%

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Graph 17



Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Analysis

This chart shows that parents believe they must be involved in the educational process of their children. 50% of the parents agree and 50% strongly agree.

8. Do you consider that teachers build an excellent and open students' interaction environment?

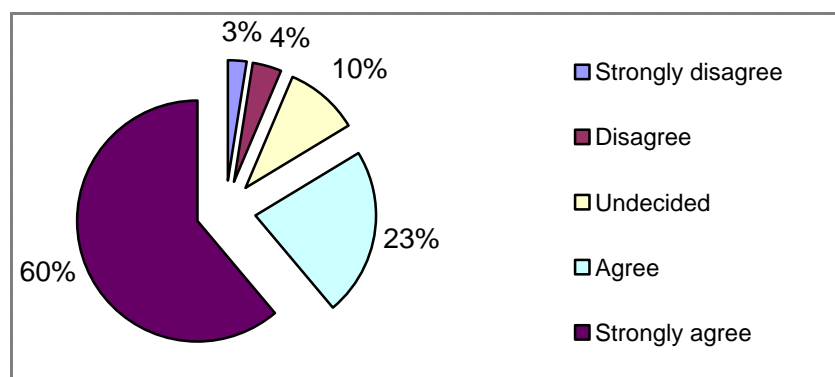
Table 18

CATEGORIES	FREQUENCY	PERCENTAGE
Strongly Disagree	2	3%
Disagree	3	4%
Undecided	8	10%
Agree	18	23%
Strongly Agree	49	60%
Total	80	100,00%

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Graph 18



Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Analysis

This chart shows that parents consider that teachers build an excellent and open students' interaction environment. 3% of the parents strongly disagree, 4% disagree, 10% is undecided, 23% agree and 60% strongly agree.

9. Do you think your children use their bodily kinesthetic intelligence easily?

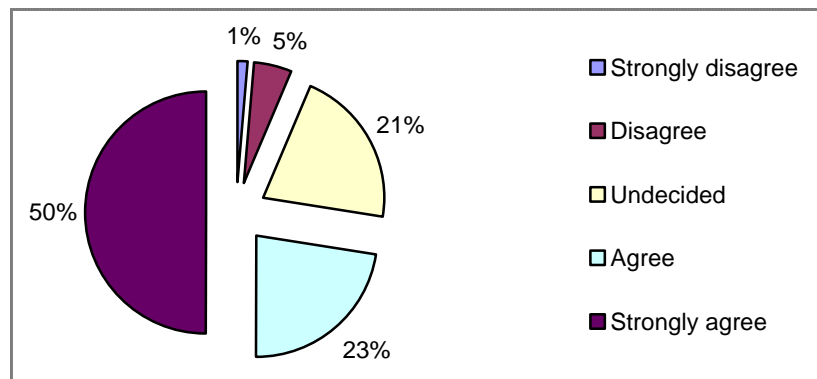
Table 19

CATEGORIES	FREQUENCY	PERCENTAGE
Strongly Disagree	1	1%
Disagree	4	5%
Undecided	17	21%
Agree	18	23%
Strongly Agree	40	50%
Total	80	100,00%

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Graph 19



Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Analysis

This chart shows that parents think their children use their bodily kinesthetic intelligence easily. 1% of the parents strongly disagrees, 5% disagree, 21% is undecided, 23% agree and 50% strongly agree.

10. Do you think that the institution lacks training on the importance of bodily kinesthetic intelligence and creative learning?

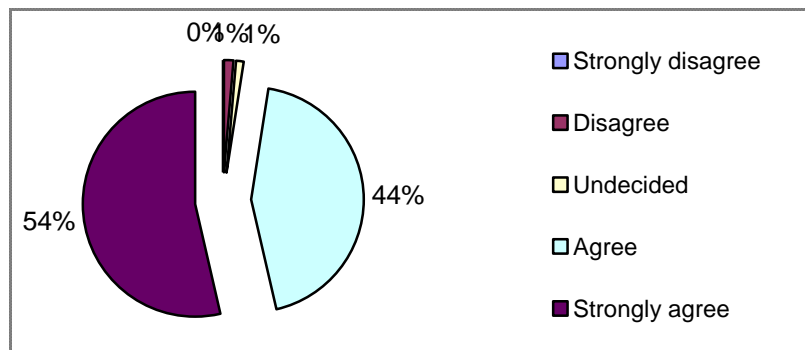
Table 20

CATEGORIES	FREQUENCY	PERCENTAGE
Strongly Disagree	0	0%
Disagree	1	1%
Undecided	1	1%
Agree	35	44%
Strongly Agree	43	54%
Total	80	100,00%

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Graph 20



Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Analysis

This chart shows that parents think that the institution lacks training on the importance of bodily kinesthetic intelligence and creative learning. 1% of the parents strongly disagree, 5% disagrees, 21% is undecided, 23% agree and 50% strongly agree.

We present the following statistics from the data collected in this work, which is to verify the surveys at the school to get information from the source of the problem studied; this will place us as researchers to reach the general analysis of the research topic which is the use of bodily kinesthetic intelligence to improve the creative learning of the English language.

This will make possible data collection and the implementation of its analysis through the percentages obtained in order to use activities that encourage the improvement of creative learning through the use of bodily kinesthetic intelligence of students of 1ST EGB, and it is necessary that the school emphasizes more on pedagogical reforms that allow students obtain a quality education; and then to draw the respective conclusions and recommendations.

3.5. RESOURCES, TIMELINE, AND BUDGET

Chart 4

RESOURCES	QUANTITY	UNIT VALUE	TOTAL VALUE
INTERNET	25	\$0.75	\$22.50
CDS	5	\$3.00	\$15.00
PRINTS	776	\$0.10	\$77.60
CALLS	20	\$1.00	\$20.00
TRANSPORT	20	\$10.00	\$200.00
BINDING	5	\$15.00	\$75.00
TOTAL			\$410.10

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

TIMELINE

Chart 5

ACTIVITIES	MONTHS																											
	March				April				May				June				July				August				September			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Tutorship Approval	X																											
Development Chapter I				X																								
Development Chapter II					X																							
Development Chapter III											X																	
Development Chapter IV																			X									
Interview Elaboration																										X		
Teachers Elaboration																										X		
Parents Survey Elaboration																										X		
Worksheets Elaboration																												X
Project Presentation																												X

Source: Unidad Educativa Instituto Particular Bilingüe Abdón Calderón

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

CHAPTER IV

4. FINAL CONCLUSIONS

4.1. CONCLUSIONS

Through this research it has been discovered that many teachers agree with the importance of bodily kinesthetic intelligence that allows the development of creative learning especially in first grade children. They also said that they would like to work with a new curriculum that includes more activities related to this intelligence.

The development of creativity allows the teaching-learning process making it much easier for children. From the beginning this will make them feel winners in all areas of their lives because it contributes positively to the development and academic formation of each one of them.

It is necessary that the teacher of first year alerts the students when they are developing activities because of their age they are easily distracted.

The importance of bodily kinesthetic intelligence in the development of creative learning in the infant stage is to form the self-personal criteria that can make children in the future, depending on them the success or failure of their lives.

4.2. PROBLEMS AND LIMITATIONS OF THE STUDY

Fortunately, we do not show major drawback in the development of this research. Teachers agreed that certain reforms need to be done in the current curriculum as the inclusion of new motivational activities of bodily kinesthetic intelligence for the appropriate development of creative learning. We receive all necessary assistance by the teachers and the students were very cooperative in the process of this investigation. They were very enthusiastic in the performance of activities in the classroom. First grade students are restless and easily

distracted, but the kinesthetic intelligence is normal, they are developing their motor skills and exploring the world by themselves.

4.3. RECOMMENDATIONS

It is suggested that the teacher applies methodology related to bodily kinesthetic intelligence to develop creative learning.

The Institution must carry out integration activities among students, parents and teachers that create a harmonious environment for the appropriate development of the bodily kinesthetic intelligence.

It is recommended to do some peer observation and evaluation in order to see the evidence and feasibility of the use of bodily kinesthetic intelligence of students of 1ST EGB at Unidad Educativa Instituto Particular Bilingüe Abdón Calderón, which will help the development of creative learning through motivational techniques that will allow the students to develop physical skills such as emotional, arousing interest in the real and imaginary situations, demonstrate their talents, developing their thinking and creativity to come get emotional health and be able to use it along their life.

Perform a guide with activities might encourage students to use bodily kinesthetic intelligence and the development of creative learning.

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APPENDICES
UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
MENCION – INGLES

INTERVIEW FOR DIRECTOR

The information provided in this survey is essential in order to know the institution director's opinion and will guide in the process of implementation of the research work.

The data compiled in this research is confidential and reserved and will be exclusively used as matters of research.

Please respond the following questions according to your best criteria:

1. How does the use of bodily kinesthetic intelligence influence the development of creative learning?
2. Do you consider the participation of teachers and parents in the use of bodily kinesthetic intelligence necessary in the development of the creative learning?
3. To what extent is the use of bodily kinesthetic intelligence important in the development of creative learning? Why?
4. Do you think that the activities developed in and out of the institution enhance the creative learning?
5. As Director of the institution, what have you done in the development of creative learning?

**UNIVERSIDAD DE LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
MENCION - INGLES**

TEACHERS SURVEYS

Mark with an **X** the correct answer according to your opinion on the subject:

Use of Bodily-Kinesthetic Intelligence Theory to improve the Creative Learning of the English Language in students of 1st EGB at Unidad Educativa Bilingue Instituto Particular Abdón Calderón.

QUESTIONS	ALTERNATIVES				
	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. Does the application of a new curriculum promote the development of creative learning?					
2. Does the use of Bodily Kinesthetic Intelligence help students develop their creative learning?					
3. Is the use of activities such as crafts, drama, role plays, and games necessary to develop creative learning through the bodily kinesthetic intelligence?					
4. Do you believe that teachers provide creative learning to their students?					

<p>5. Do you think bodily kinesthetic intelligence influences the development of creative learning?</p>					
<p>6. Do you believe that an open students' interaction in the classroom is necessary to develop the creative learning?</p>					
<p>7. Do you believe that the institution needs projects that promote the importance of using bodily Kinesthetic intelligence as a key factor in facilitating creative learning?</p>					
<p>8. Do you think that teachers should build confidence in their students in order to develop their creative learning?</p>					
<p>9. Do you think the proper development of body kinesthetic intelligence makes a talented child?</p>					
<p>10. Do you believe that teachers are totally committed to the learning process of their students?</p>					

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
FACULTAD DE CIENCIAS DE LA EDUCACION
MENCION – INGLES
PARENTS SURVEYS

Mark with an **X** the correct answer according to your opinion on the subject:

Use of Bodily-Kinesthetic Intelligence Theory to improve the Creative Learning of the English Language in students of 1st EGB at Unidad Educativa Bilingue Instituto Particular Abdón Calderón.

QUESTIONS	ALTERNATIVES				
	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. In the educational institution are developed activities that encourage the creative learning?					
2. Do you think the activities related to bodily kinesthetic intelligence help students to develop creative learning?					
3. Do you consider important that children learn to develop their creative learning and participate in activities concerning to bodily kinesthetic intelligence?					
4. Do you collaborate in the development of the					

bodily kinesthetic intelligence of their children?					
5. Do you think the use of bodily kinesthetic intelligence will contribute positively in your children throughout their lives?					
6. Do you help your children at home develop activities that allow them improve their creative learning?					
7. Do you believe that parents must be involved in the educational process of their children?					
8. Do you consider that teachers build an excellent and open students' interaction environment?					
9. Do you think your children use their bodily kinesthetic intelligence easily?					
10. Do you think that the institution lacks training on the importance of bodily kinesthetic intelligence and creative learning?					

ACTIVITIES FOR STUDENTS



<http://www.irsc.edu/students/studentactivities/studentactivities.aspx?id=705>

Worksheet #1



<http://www.dltk-teach.com/rhymes/bus/>

Topic: Wheels on the Bus

Grade: First UGB

Skill: Participate in popular songs and use kinesthetic intelligence. The repetition of song's lyrics with simple movements makes learning it as a fun favorite for kids.

Objective: Enjoy in the participation of singing popular songs and moving their hands and body properly.

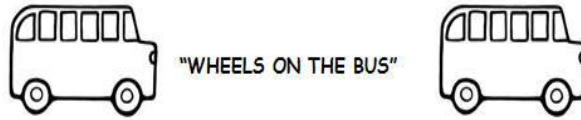
Time: 35 minutes

Procedure:

- Getting ready with the elements of the song by writing down them next to the pictures
- Playing the song
- Repeating the song
- Making movements with their hands and body as the song plays

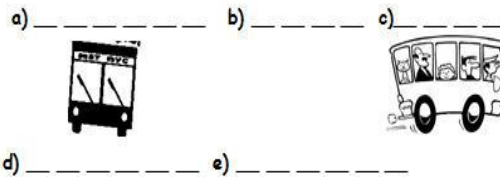
Resources:

- Worksheet
- Pencil, eraser
- Song
- CD and CD player



1 - Look and write.

wheels - town - horn - wipers - people - babies - parents



<http://www.kidspot.com.au/things-to-do/activities/the-wheels-on-the-bus-go-round-and-round>

Lyrics

The wheels on the bus go round and round,
 round and round,
 round and round.
 The wheels on the bus go round and round,
 all through the town!

The people on the bus go up and down,
 up and down,
 up and down.
 The people on the bus go up and down,
 all through the town!

The horn on the bus goes beep, beep, beep,
 beep, beep beep,
 beep, beep, beep.
 The horn on the bus goes beep, beep, beep,
 all through the town!

The wipers on the bus go swish, swish, swish,
 swish, swish, swish,
 swish, swish, swish.
 The wipers on the bus go swish, swish, swish,
 all through the town!

The signals on the bus go blink, blink, blink,
 blink, blink, blink,
 blink, blink, blink.

The signals on the bus go blink, blink, blink,
all through the town!

The motor on the bus goes zoom, zoom, zoom,
zoom, zoom, zoom,
zoom, zoom, zoom.

The motor on the bus goes zoom, zoom, zoom,
all through the town!

The babies on the bus go waa, waa, waa,
waa, waa, waa,
waa, waa, waa.

The babies on the bus go waa, waa, waa,
all through the town!

The parents on the bus go shh, shh, shh,
shh, shh, shh,
shh, shh, shh.

The parents on the bus go shh, shh, shh,
all through the town!

The mummy on the bus says, I love you,
I love you, I love you
The daddy on the bus says, I love you, too.
All through the town!

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Worksheet #2



<http://fromabcstoacts.com/head-shoulders-knees-and-toes>

Topic: Head, Shoulders, Knees, and Toes

Grade: First UGB

Skill: Participate in popular songs and use kinesthetic intelligence. The total physical response is a great way to get kids really involved in the learning process.

Objective: Enjoy in the participation of singing popular songs and moving their hands and body properly.

Time: 35 minutes

Procedure:

- Coloring the parts of the body in the worksheet
- Playing the song
- Repeating the song
- Making movements with their hands and body as the song plays

Resources:

- Worksheet

- Color pencils
- Song
- CD and CD player



<http://www.eslkidstuff.com/blog/songs/head-shoulders-knees-and-toes>

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Worksheet #3



<http://illinoisearlylearning.org/videos/flowerdance.htm>

Topic: Dancing Flowers Project/Contest

Grade: First UGB

Skill: Cut and color dancing flowers by using their kinesthetic skills.

Objective: Students will create their own dancing flowers

Time: 35 minutes

Procedure:

- Cutting the dancing flower patterns pieces from cardboards.
- Using crayons or markers to color these pieces their own way
- Assembling the pieces at the dots using brass fasteners
- Displaying the winning dancing flowers on the bulletin board

Resources:

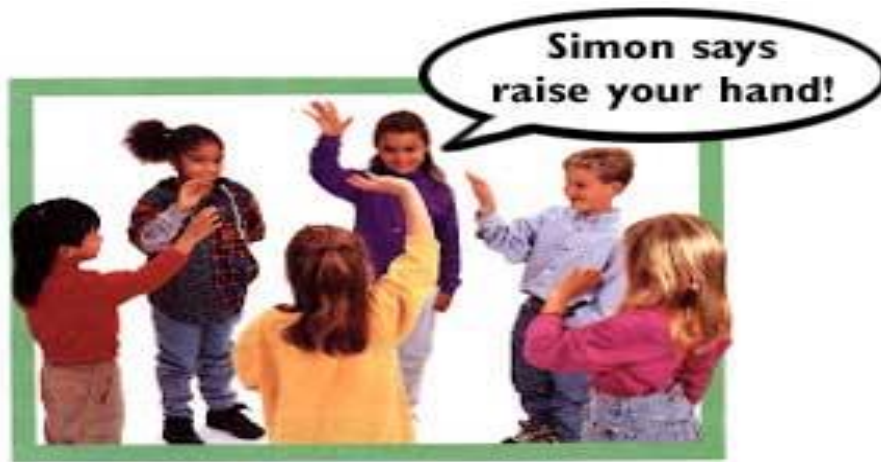
- Dancing flower pattern
- Crayons, markers
- Scissors
- Glue
- Bulletin board



<http://busyteacher.org/4551-dancing-flowers-spring-project.html>

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Worksheet #4



<http://www.education.com/activity/article/simon/>

Topic: Simon Says

Grade: First UGB

Skill: Use their kinesthetic skills through physical movements, which lead the kids to better recognize the body parts.

Objective: Learn parts of the body

Time: 35 minutes

Procedure:

- Explaining the kids this game
- Playing "Simon Says" and touching their arms (if the teacher does not say "Simon says", the children do not follow the command)
- Making variations using other body parts (say "Simon says" touch ...and give the different parts of the body)

Resources:

- Flashcards

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Worksheet #5



<http://blog.maketaketeach.com/fly-swat-activities-2/>

Topic: Fly Swat

Grade: First UGB

Skill: Use their kinesthetic skills through physical movements, which help the kids with understanding synonyms, antonyms, and homonyms.

Objective: Review vocabulary.

Time: 35 minutes

Procedure:

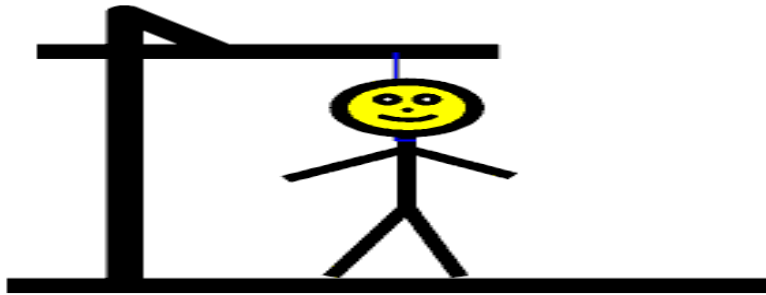
- Explaining the kids this game
- Separating the students into two groups
- Each team sends up one kid to the front of the classroom and the teacher gives each one of them a fly swatter.
- Saying the word aloud, the first student to swat the answer on the board wins the round
- Repeating this action until all the words are covered.

Resources:

- Two fly swatters
- White board

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Worksheet #6



<http://www.redthistledancers.org/#!/games-hangman/c1c0l>

Topic: Hangman

Grade: First UGB

Skill: Use their kinesthetic skills through physical movements, which encourage the kids to better learn new vocabulary spelling.

Objective: Learn new vocabulary spelling.

Time: 35 minutes

Procedure:

- Explaining the kids this game
- Letting the students take turns choosing new vocabulary words each round
- Writing the blank spaces on the board, so students from the other group can guess
- Getting a point when they complete the word without being hanged.
- Going to the board and repeating this activity until all the words are covered.

Resources:

- Markers
- White board

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Worksheet #7



http://pbskids.org/plumlanding/educators/activities/biodiversity_bingo_ed.html

Topic: Catch the Ball

Grade: First UGB

Skill: Use their kinesthetic skills through physical movements, which encourage the kids to feel free while introducing themselves

Objective: Introduce themselves to their classmates

Time: 20 minutes

Procedure:

- Setting the kids standing as a horseshoe
- Explaining the kids this game. Teacher will introduce herself first, so the kids follow her pattern
- Throwing the ball to one child
- Introducing himself to his classmates
- Throwing the ball to another kid
- Repeating this procedure until all the kids are done

Resources:

- Ball

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Worksheet #8



<http://healthyliving.azcentral.com/jump-rope-tricks-kids-3863.html>

Topic: Jump the Rope

Grade: First UGB

Skill: Use their kinesthetic skills through physical movements in order to learn the numbers

Objective: Learn the numbers in a fun way

Time: 30 minutes

Procedure:

- Taking the kids to the schoolyard.
- Explaining the kids the game
- Jumping the rope and counting 1-2-3, etc
- Trying to keep an even beat with two kids and counting

Resources:

- Rope

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Worksheet #9



<http://www.learning4kids.net/list-of-play-dough-activities/>

Topic: Build your House

Grade: First UGB

Skill: Use their kinesthetic skills through in order to build a house

Objective: Review shapes

Time: 30 minutes

Procedure:

- Explaining the kids the game
- Taking the clay and following the teacher's instructions they will give it shapes
- Using the square they will starting building the house
- Using the triangle they will build the roof
- Using two squares they will build the windows
- Using the rectangle they will build the door

Resources:

- Clay (different colors)

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Worksheet #10



<https://breakingmuscle.com/sports/athletic-ability-as-a-form-of-intelligence>

Topic: Sports

Grade: First UGB

Skill: Use their kinesthetic skills through physical movements in order to learn the different sports.

Objective: Learn the different sports

Time: 20 minutes

Procedure:

- Explaining the kids the game
- Showing a student a flashcard with a sport
- Miming that sport
- Telling what sport it is
- Continuing with the different sports and the rest of the students mime the sport.

Resources:

- Flashcards

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

LESSON PLAN

LESSON PLAN	
Subject: Language Arts	Grade/level: 1st EGB _____
Classroom: A, B, C	Teacher:
School Year: 2016 - 2017	Date: September, 2016
Theme/Unit: Wheels on the Bus	
Stage 1 - Desired Results	
Value: HONESTY	
Cross Curricular Connection:	
Critical Thinking: ____	Environmental Ed. ____
Citizenship : ____	Intercultural Ed.: __X__
Stage 1: Objectives	
<p>Enjoy the participation of singing popular songs and moving their hands and body properly. This makes students develop their creative learning through bodily kinesthetic intelligence.</p>	
Stage 2: Evidence of Learning (Evaluation/Functions)	
<p>Students (<u>are</u> able to): Sing the song “Wheels of the Train”</p>	
Stage 3 - Learning Plan (Curriculum and Instruction Activities)	
<p>Warm up Students will color the wheels of the train</p> <p>Knowledge Building</p> <ul style="list-style-type: none"> • Getting ready with the elements of the song by writing down them next to the pictures 	

- Playing the song
- Repeating the song
- Making movements with their hands and body as the song plays_

Knowledge consolidation

- Students sing along the song “The Wheels of the Bus”

Resources:	Re-evaluation: (if needed):
<ul style="list-style-type: none"> • Worksheet • Pencil, eraser • Song • CD and CD player 	
Observations:	

Elaborated by: Stefany Almeida Uzho and Patricia Mujica Salame

Document [TESIS STEFANNY SEPT.doc](#) (D22094373)

Submitted 2016-09-30 10:30 (-05:00)

Submitted by lourdes (lgranizov@ulvr.edu.ec)

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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO:

USE OF BODILY-KINESTHETIC INTELLIGENCE THEORY TO IMPROVE THE CREATIVE LEARNING OF THE ENGLISH LANGUAGE IN STUDENTS OF 1ST EGB AT UNIDAD EDUCATIVA BILINGUE INSTITUTO PARTICULAR ABDÓN CALDERÓN

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Licenciada en Lengua Ingles mención en Enseñanza y Administración de Sistemas Educativos en TEFL

ÁREAS TEMÁTICAS:

The use of Bodily-Kinesthetic Intelligence to improve Creative Learning

PALABRAS CLAVE:

Bodily Kinesthetic Intelligence, Creative Learning, Teaching, Learning.

RESUMEN:

This research involves the application of Bodily Kinesthetic Intelligence Theory to improve the creative learning in students of 1ST EGB at Unidad Educativa Instituto Particular Bilingüe Abdón Calderón.

To structure this project in its theoretical basis we have relied on multiple inputs from different authors who studied the issue and their contributions were of great importance to support our research.

As for the third chapter in the type of research methodology is qualitative, quantitative, we used the following researches: applied, descriptive, field and experimental determined as a feasible project. The methods used are: logical method, inductive – deductive method, analytical – synthetic method. Among the instruments used we have the IQ test and surveys for teachers and parents of 1ST EGB at Unidad Educativa Instituto Particular Bilingüe Abdón Calderón and through these we obtained the conclusions and recommendations.

The aim of this work is the development of a guide with methodological strategies aimed at solving the problems of creative learning of students of 1ST EGB at Unidad Educativa Instituto Particular Bilingüe Abdón Calderón through the development of Bodily Kinesthetic Intelligence the same intelligence that will raise the quality of training and student achievement.

The objective of this research should be geared for students, teachers and parents to assimilate through active work the importance of developing Bodily Kinesthetic Intelligence to develop student's

creative learning to their daily lives.

The methodological guide presented in this project provides tools for teachers to develop an active and participatory educational process based on student welfare.

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