UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

FACULTAD DE EDUCACIÓN

CARRERA DE EDUCACIÓN MENCIÓN INGLÉS

RESEARCH PROJECT

"THE DEVELOPMENT OF MULTIPLE INTELLIGENCES IN ORDER TO IMPROVE 7TH GRADE STUDENTS' WRITING SKILLS IN ENGLISH LANGUAGE AT UNIDAD EDUCATIVA MONTESSORI, DURING SCHOOL YEAR 2016-2017".

PREVIO A LA OBTENCIÓN DEL TITULO DE LICENCIADO EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS TEFL

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2016 - 2017

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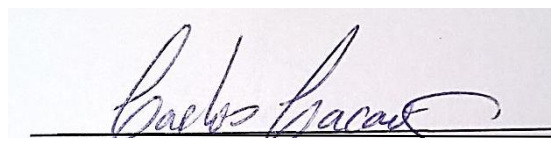
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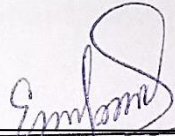
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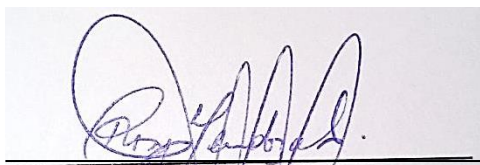Elsa Estefanía Guiracocha Confórme
Autora

CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutor del proyecto de investigación, nombrando por el Consejo Directivo de la facultad de Educación – Carrera de Ciencias de la Educación mención Inglés.

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Yo, **ROSY MERCEDES MENDOZA COBEÑA**, certifico que el proyecto de investigación con el tema: **"THE DEVELOPMENT OF MULTIPLE INTELLIGENCES IN ORDER TO IMPROVE 7TH GRADE STUDENTS' WRITING SKILLS IN ENGLISH LANGUAGE AT UNIDAD EDUCATIVA MONTESSORI, DURING SCHOOL YEAR 2016-2017"**, ha sido elaborado por CARLOS ARMANDO CACAO SANTIBAÑEZ Y ELSA ESTEFANÍA GUIRACOCHA CONFORME, bajo mi tutoría, y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

TUTORA

Rosy Mercedes Mendoza Cobeña

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I would first like to thanks my thesis to God, who allowed me to get here in spite of all the obstacles that appeared in the process. Thanks to Him since it was only for his love and his disposition that everything could be done. Thanks for giving me health, strength and intelligence to fulfill it.

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Thanks to my sister and beloved to whom all my love and efforts go. Remember you only live once.

Carlos Cacao

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Elsa Guiracocha

ABSTRACT

The development of writing skill in young children has always been a challenging task in almost all English teachers around the world. Many solutions to this problem have been studied and proposed but it is still a controversial issue that most teachers consider is not possible accomplish. The goal of this research project is to demonstrate that the application of Multiple Intelligences, as a technique, has positive impacts on young students' acquisition of writing skill in English. This pre-experimental project followed all the steps of the scientific method validate the research hypothesis this procedure was allowed: first, a pretest was given to an experimental group of 19 - 7th Grade students; after this, the independent variable was active and two months later, they were given a post test. The results gathered from these tests studied and analyzed. It was determined then, that the application of multiple intelligences technique was one of the factor that positively influenced in the development of the studied of writing proficiency in English. It can be inferred then, that the use of this theory when teaching students helps teachers set strong basis for the development of their writing skill.

Keywords: Multiple Intelligence, Writing Skill, Language acquisition.

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CHAPTER I

INTRODUCTION

Everywhere throughout the world, a ton of research has been directed in the advancement of composing aptitudes during the time spent learning English dialect. It is one of the problems presented by seventh year Basic at Montessori School; this ought to be fundamentally educational elements that make it progressively hard to accomplish a superior advancement of these aptitudes in the English Language.

According to the observation made at Montessori School, Writing get less interesting for students. Multiple Intelligences is an educational alternative that if we used it according to the needs of the students would become a positive tool for teaching-learning process. (Garner, 2010, p. 108) Comments that: "... the knowledge of the theory of multiple intelligences has an essentially educational purpose, and therefore the task of teachers aware of the existence of other forms of manifestation of human intelligence is extremely important." Gardner's theory is an effort to justify the concept of intelligence in the broadest possible current scientific knowledge; the current research project studies the way in which the problem can be overcome by the application of Multiple Intelligences in order to Improve 7th Grade students' writing skills. The first chapter will overcome the delimitation of the study, broad and specific objective as well as the population and sample of study. In the second chapter some of the most remarkable theories that influence education have been reviewed and have helped the researcher determine the foundations of this research project on multiple intelligences. The research instrument, results and analysis of these results will be presented in the third chapter to help the reader observe the

results of the application of the proposed technique. The application of the proposed project plan, its objectives, content and results can be found in the fourth chapter along with some recommendations given by the author.

The aims of this project is to provide a set of recommendations for educators that help the development of individual potential, and it can help all individuals achieve the maximum development of their potential in both professional and private life.

1. STUDY APPROACH

1.1. Background of the Problem

The capacity of communicating in composing is a fundamental and critical parameter that should be aced by anybody that makes some portion of a general public. Simply ask any school teacher or manager, including those at prestigious establishments. With the landing of email, composing capacity has turned out to be more imperative than any time in recent memory, and composing insufficiencies have moved toward becoming progressively. It is basic to have understudies in full contact with the best possible way and use of the English dialect.

The situation that have lead this investigation to take place with the students of 7th Grade students at Unidad Educativa Montessori on the academic range are the poor comprehension of the writing skills. The great difficulty students' show in the classroom when it refers to writing reflects on exams and quizzes' scores and low performance in the classroom.

A few teachers require that understudies figure out how to compose accurately in an English class, as well as ever, science and possibly math class. That bodes well: When understudies put what they have perused into their own words, they will probably ingest and hold it. What's more, figuring out how to making sense of how to form evidently obliges making sense of how to think unmistakably. At the point when understudies fathom the possibility of a sentence, they can make sense of how to use conjunctions, for instance, "in any case" and "in light of the fact that". By then they can make complex sentences, joining that begin with subordinating conjunctions, for instance, "regardless of the way that" or "despite" to bring combination into their composed work. Overall, understudies need to make sense of how people create as different to how they talk. We ought to see created composed work, different segments that obviously reflect strong affiliation and style.

Education in Ecuador is a subject that has been wrangled about and enhanced drastically throughout the years. Specialists are endeavoring to advance a bilingual training framework. However in light of a legitimate concern for advancement, governments are eager to promote the educating of different dialects. The absence of enthusiasm for learning English of Ecuadorian understudies is a standout amongst the most widely recognized issues in the classroom. It is just a matter of examining whether the understudy is pulled in to taking in a remote dialect or not. Envision now on the off chance that we will have the capacity to build up classes inside the improvement of composing aptitudes hence is essential to scan for other options to permit creating them actually and with the utilization of ordinary exercises.

In our country in education teaching English has turned out to be basic since it has been an extraordinary need, yet we should consider that in educating the dialect English is not all that simple since it requires a ton of exertion, premium and inspiration by the educator to instruct and understudies to need to learn; in the progress of taking in this dialect understudies can most likely have the capacity to grow profoundly compelling written work abilities. From the experience increased through years of acting as an educator we can state that this shortcoming exists in most instructive establishments disposing of not very many that build up various exercises looking to achieve the principle objective the advancement of the outside dialect normally.

In this case is not the exception in students at Montessori School, where the teacher does not develop writing skills using activities offered by the Multiple Intelligences as a new way or new form of motivation and development of this skills. Today educators who teach a second language do not attempt to discover to actualize in their classrooms different alternatives. We proceed with an outdated technique: "read, finish and rehash out loud," it is obvious with the outcomes that we require new contrasting options to achieve the way toward learning of English.

1.2. Statement of the problem

What are the effects of the application of multiple intelligences techniques in 7th graders' writing skills at Unidad Educativa Montessori in the school year 2016 – 2017?

1.3. Objectives

1.3.1. Broad objective

To analyze the effects of the influence of multiple intelligences in order to improve 7th grade students' writing skills in English language at Unidad Educativa Montessori during school year 2016 – 2017.

1.3.2. Specific objectives

* To identify the present problems that students have in writing.
* To apply Multiple Intelligences in the development of writing skills in the English Language.
* To appraise the importance of using activities involving Multiple Intelligences to enhance the development of writing proficiency in the English language.

1.4. Significance of the Study

The importance of using different methods, strategies or paths in the process of learning a second language is very important because it helps to encourage interest, focus attention and stimulate the desire to learn in students.

Additionally, the development of the writing skills in learning English Language is a total ignore for this reason we want to show through this work the importance of the use of Multiple Intelligences to achieve better

progress of writing Skill and improve academic performance to get meaningful learning in students. The typical college student will be required to write a variety of essays or paragraph throughout his/her collegiate career. These writing assignments will cover a variety of goals and purposes. More often than not, an understudy will be required to take a shot at an article task as homework. Some of these assignments can be composed utilizing just individual encounters or beforehand picked up information, while others will require extra research and the utilization of outside sources.

A curriculum applied to institutional academic reality, curriculum planning, activities, strategies and others if they are not directed and structured according to the social reality of life will not be very useful when we acquire another language. The pursuit of new ways to get to children and teenagers from this century is such complex and exhausting work, which intrigues several theorists and education specialists. If we do not pay attention to this situation, education in Ecuador will continue being as it has been till now, with few people looking for innovation inside the classroom and even fewer teachers willing to explore new ways to get their students achieve writing proficiency in English language. This task could be simplified by the application of simple but effective ways which help not only students, but also teachers and parents to get good results.

It is composing a vital scholastic ability, as well as an imperative aptitude that converts into any vocation field. About all callings require some type of composing at work. For instance, specialists and attendants compose

restorative reports on patients; bookkeepers and business chiefs make money related reports; architects and programming professionals compose instructional sheets and client manuals; almost every laborer in all business fields creates messages and different types of composed correspondence for clients, customers, and colleagues. At last, the quantity of employment errands that require composing is innumerable. Since composing is utilized as a part of all fields and employments, it is an expertise that all understudies and laborers ought to learn and turn out to be better at.

This research project proposes a list of recommendations that might be applied, making an important impact in educational community. By applying this technique, we will be innovating, since teachers focus more on reinforcing writing in higher levels, but if we start doing since very early ages better results can be gotten.

1.5. Scope and delimitation of the study

This research project will take place at Unidad Educativa Montessori which is located at Urdesa Central Calle 3ra # 426, entre Dátiles y las Monjas. (**See appendix A**, for an image with the school location). The target group consists of nineteen eleven-year-old students. The aim of this research is to find out the effect of the application of multiple intelligences in order to improve 7th grade students' writing skills at the school previously mentioned, during the school year 2016-2017. At the same time 3 teachers will fill out a survey to analyze the most suitable

ways this technique could be applied in the classroom. This research will contribute at Unidad Educativa Montessori with new methodologies and ways for educators to conduct more complete and better results; it will only focus on the students' writing production of English as a foreign language without taking into account other language skills.

1.6. Hypothesis

The application of multiple intelligences has positive effects on students' writing skills in learning English Language at Unidad Educativa Montessori.

1.7. Variables and Indicators

Table 1 - Independent Variable: Multiple intelligences

Independent Variable	Conceptual Definition	Dimension	Indicator	Instrument
Multiple intelligence	The theory of multiple intelligences challenges the idea of a single IQ, where human beings have one central "computer" where intelligence is housed. There are multiple types of human intelligence, each representing different ways of processing information.	Students' factor in the application of the technique.	Intelligences: Linguistic intelligence Logical-mathematical intelligence Spatial intelligence Bodily-Kinesthetic intelligence Musical intelligence Interpersonal intelligence Intrapersonal intelligence Naturalist intelligence	Document Analysis:
			Teacher's preparation: High school diploma Teacher's Bachelor degree Master Degree	Pretest and posttest
		Teacher's factor	Teacher's background: Teacher's experience Professional Development	
			Proficiency levels in the target language: A1, A2, B1,B2, C1 Teacher's pedagogical performance in class.	Survey

Table 2 - Dependent Variable: Writing skills

Independent Variable	Conceptual Definition	Dimension	Indicator	Instrument
Writing skills	Writing is a form of communication that allows an individual to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text.	Components of writing skills	Students' performance in class	Checklist
			Demonstrates the ability to construct simple, compound, complex and compound-complex sentence structures.	
		Grammatical skill	Demonstrates the ability to construct meaningful sentences.	Class observation
		Compositional skill	Demonstrates the ability to organize words to produce an effect. Storytelling is a compositional skill.	Pre Test and Post test
		Domain knowledge	Demonstrates the ability to organize their thoughts in brainstorms and planners for narrative, informative, opinion, and argument writing.	

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. Literature Review

The following research is focused on how the development of multiple intelligences in order to improve 7th grade students' writing skills in English language at Unidad Educativa Montessori, during school year 2016-2017. Identifying the authenticity of this investigation is based on suggestions of other similar investigations that differ in many characteristics among themselves.

This thesis contains of two primary parts and six sections. Part I, which is called theoretical exploration, is the theoretical part of the thesis, where it will try to define "writing".

In this thesis which topic is "the development of multiple intelligences in order to improve 7th grade students' writing skills in English language at Unidad Educativa Montessori" the relationship about the efforts to face such problems in writing with English language learners is nothing neither new nor unexpected.

This study was a case study carried out to investigate the effects of using multiple intelligences strategies to enhance students' acquisition of English, particularly in writing skills.

It must be emphasized however that the above study does not provide sufficient evidence to reach a firm conclusion regarding the multiple intelligences in teaching writing, in general as the study was implemented as

a treatment in the skills previous mentioned. The questions of whether multiple intelligences are appropriated in order to improve 7th grade students' writing skills remains to be answered.

In part II shows that multiple intelligences are a success and do help students learn writing efficiently and properly. Since we know very little about the nature of the input, or the way in which it has been transmitted to these learners, we can only say that some, perhaps most, acquisition or learning has been changed by teaching, but much is of course independent of any teaching.

This investigation can conclude that 7th grade students at Unidad Educativa Montessori improve their writing skills with the help of multiple intelligences that can be found as a list of techniques as foreign Language strategies.

2.2. Theoretical Foundations

In the following foundations, the study may conduct the identities that can conclude the relation on all the theoretical foundations that are adjacent to the investigation at hand an in both variables. The dependent variable that is about the lack of writing skills and the independent variable, which is the implement of multiple intelligences strategies as the proposal for such problem.

The development of the skills are important in the construction of knowledge of the students because through this process they can increase their

vocabulary, they can differentiate some sounds of words, they can write with a correct structure, they are able to follow a pattern, they can express ideas and feelings about themselves, their environment, and the world; besides they put their critical thinking in action. Some people think that intelligence is a combination of the ability to:

Learn. This incorporates a wide range of casual and formal learning by means of any mix of involvement, instruction, and preparing. Pose problems. This incorporates perceiving issue circumstances and changing them into all the more obviously characterized issues. Take care of issues. This incorporates tackling issues, fulfilling undertakings, molding items, and doing complex ventures.

This definition of intelligence is a very optimistic one. It says that each of us can turn out to be wiser. We can turn out to be smarter through review and practice, through access to proper devices, and through figuring out how to make viable utilization of these apparatuses (Perkins, 2016). According to these theories intelligence is the ability to learn and combine knowledge and experience.

2.2.1. Intelligence Definition

For a stronger idea about Multiple Intelligences several authors have been cited, as the first instance, I would cite authors that explain the definitions of Intelligence.

(Mainstream Science on Intelligence, 2016)

Intelligence is a very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not simply book taking in, a tight scholarly expertise, or test-taking smarts. Or maybe, it mirrors more extensive and more profound ability for fathoming our environment.

With this quotation we can say that intelligence is found in all humans beings, what we have to be cleared are in which area is unlocked and it depends of the teacher how to develop your intelligence.

2.2.2. Multiple Intelligences

Definition

Howard Gardner developed the theory of multiple intelligences during the early 80's, this theory states that every human being possesses 8 intelligences. Individuals draw on these intelligences, individually and corporately, to create products and solve problems that are relevant to the societies in which they live (Gardner H. , Frames of Mind. The theory of multiple intelligences, 2011). The identified intelligences include linguistic intelligence, logical – mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence (Gardner H. , intelligence reframed multiple intelligences for the 21st century)

Table 3 - Description of Gardner's theory of multiple intelligences.

Intelligence	Definition
Linguistic	An ability to analyze information and create products involving oral and written language such as speeches, books and memos
Logical Mathematical	An ability to develop equations and proofs, make calculation, and solve abstract problems.
Spatial	An ability to recognize and manipulate large – scale and fine – grained spatial images.
Musical	An ability to produce, remember and make meaning of different patterns of sounds.
Naturalist	An ability to identify and distinguish among different types of plants, animals, and weather formations that are found in the natural world.
Bodily-Kinesthetic	An ability to use one's own body to create products or solve problems.
Interpersonal	An ability to recognize and understand other people's mood, desires, motivations, and intentions.
Intrapersonal	An ability to recognize and understand his or her own moods, desires, motivations, and intentions.

Note: The different intelligences stated by Gardner have been briefly described. Copyright (Davis k, Christodoulou J, Seider S , & Howard Gardner, 2011).

This learning philosophy is currently applied by teachers in educational settings all over the world, trying to adjust their pedagogical activities to their students' abilities and intelligences enhancing their construction of new knowledge,

To understand better what intelligence got each one we are going to cited several contributions that will be significant for this research. The theory of multiple intelligences is a model proposed by Howard Gardner and implemented by Thomas Armstrong in which intelligence is not seen as something unitary, it's a combination of different specific abilities with different level of generality.

Thomas Armstrong said that we all have a combination of these multiple intelligences. Nobody got one in his pure form. We have different ways to learn according to the intelligence that we got.

Dr. Gardner says that our schools and culture concentrate the greater part of their consideration on etymological and consistent numerical knowledge. We regard the exceptionally well-spoken or consistent individuals of our way of life. Notwithstanding, Dr. Gardner says that we ought to likewise put parallel consideration on people who demonstrate endowments in alternate insights: the specialists, draftsmen, artists, naturalists, fashioners, artists, advisors, business visionaries, and other people who enhance the world in which we live.

(Gardner H. , Frames of Mind. The theory of multiple intelligences, 2011) Define intelligence as

"The ability to solve problems or to create products that is valued within one or more cultural settings" Also says that *"It's not how smart you are that matters, what really counts are how you are smart."* For example, there

are less brilliant people at the high school those
successes in the business world or in their personal life.
Be successful in business or in sports, require to be smart,
but in each field we used a different kind of intelligence. It
does not mean worst, but it is different. In other words,
Einstein is not more intelligent than Michael Jordan, only
their intelligences belong to a different field.

According to this quotation we can understand better what multiple intelligences are, not only in the academic section, also in the development of your students. The uplifting news is that the hypothesis of different insights has gotten the consideration of numerous instructors around the nation, and several schools are as of now utilizing its rationality to upgrade the way it teaches kids. The terrible news is that there are a large number of schools still out there that protest a similar old dull route, through dry addresses, and exhausting worksheets and reading material. The test is to get this data out to numerous more instructors, school overseers, and other people who work with young learners, so we have the chance to learn in routes concordant with their one of a kind personalities.

According to (Gardner H. , Intelligence reframed: Multiple intelligences for the 21st century, 2006) each intelligence represents a set of capacities that are brought to bear upon two major focuses: the solving of problems, and the fashioning of significant cultural products. These eight intelligences are:

1. Linguistic Intelligence.

The comprehension of the phonology, linguistic structure, and semantics of dialect, and it's even minded uses to persuade others regarding a game-plan, help one to recollect data, clarify or convey learning, or reflect upon dialect itself. Illustrations incorporate the storyteller, speaker, writer, editorial manager, and author.

2. Bodily-Kinesthetic Intelligence.

The ability to control one's bodily motions and the capacity to handle objects skillfully. Examples of those proficient in this intelligence include the actor, mime, craftsperson, athlete, dancer, and sculptor.

3. Spatial Intelligence.

The capacity to see the visual world precisely, to perform changes and adjustments upon one's underlying recognitions, and to have the capacity to re-make parts of one's visual experience (even without the pertinent physical jolts). Illustrations incorporate the modeler, mapmaker, surveyor, innovator, and visual craftsman.

4. Musical Intelligence.

It's to comprehend and express parts of music, including melodic and cadenced examples, through figural or instinctive means (the normal performer) or

through formal scientific means (the expert artist). Illustrations incorporate the arranger, piano player, percussionist, music faultfinder, and artist.

5. Logical-Mathematical Intelligence.

The comprehension and utilization of legitimate structures, including examples and connections, and explanations and suggestions, through experimentation, evaluation, conceptualization, and arrangement. Cases incorporate the researcher, mathematician, philosopher, PC software engineer, and analyst.

6. Intrapersonal Intelligence.

The ability to get one's own particular passionate life through consciousness of inward inclinations, expectations, inspirations, possibilities, personalities, and wishes, and the ability to symbolize LITERACY, MULTIPLE INTELLIGENCES, AND THE BRAIN these internal encounters, and to apply these understandings to help one carry on with one's life. Cases incorporate the psychotherapist, business visionary, and imaginative craftsman.

7. Interpersonal Intelligence.

It's to notice and make qualifications among different people as for states of mind, dispositions, inspirations, aims, and to utilize this data in sober minded routes, for example, to convince, impact, control, intercede, or advise people or gatherings of people toward some reason. Illustrations incorporate the union coordinator, educator, advisor, head, and political pioneer.

8. Naturalist Intelligence.

It means to recognize and classify the numerous species of flora and fauna in one's environment (as well as natural phenomena such as mountains and clouds), and the ability to care for, tame, or interact subtly with living creatures, or with whole ecosystems. Examples include the zoologist, biologist, veterinarian, forest ranger, and hunter.

Benefits of Multiple Intelligences

Using Multiple Intelligences hypothesis in the classroom has many advantages:

•As an educator and learner you understand that there are numerous approaches to be "brilliant"

•All types of insight are similarly celebrated.

•By having understudies make work that is shown to guardians and different individuals from the group, your school could see more parent and group contribution.

•A feeling of expanded self-esteem might be viewed as understudies expand on their qualities and work towards turning into a specialist in specific territories

•Students may create solid critical thinking aptitudes that they can utilize genuine circumstances.

Multiple Intelligences: Classroom Application
Table added by (Bellamy & Baker, 2005)
Source: Michael Orey. "Multiple Intelligences in the Classroom." Introduction to Emerging Perspectives on Learning, Teaching, and Technology. Boundless, 26 May. 2016. Retrieved 14 Jun. 2016

Philosophical Perspective/Theory	Teacher Centered	Student Centered
Verbal/Linguistic	· Present content verbally · Ask questions aloud and look for student feedback · Interviews	· Student Presents Material · Students read content and prepare a presentation for his/her classmates · Students debate over an issue
Logical/ Mathematical	· Provide brain teasers or challenging questions to begin lessons. · Make logical connections between the subject matter and authentic situations to answer the question "why?"	· Students categorize information in logical sequences for organization. · Students create graphs or charts to explain written info. · Students participate in webquests associated with the content
Bodily/Kinesthetic	· Use props during lecture · Provide tangible items pertaining to content for students to examine · Review using sports related examples (throw a ball to someone to answer a question)	· Students use computers to research · Students create props of their own explaining subject matter (shadow boxes, mobiles, etc...) · Students create review games.
Visual/Spatial	When presenting the information, use visuals to explain content: PowerPoint Slides, Charts, Graphs, cartoons, videos, overheads, smartboards	· Have students work individually or in groups to create visuals pertaining to the information: · Posters; timelines; models; powerpoint slides; maps; illustrations, charts; concept mapping
Musical	· Play music in the classroom during reflection · Show examples or create musical rhythms for students to remember things	· Create a song or melody with the content · Use well known songs to memorize formulas, skills, or test content
Interpersonal	· Be aware of body language and facial expressions · Offer assistance whenever needed · Encourage classroom discussion	· Encourage collaboration among peers · Group work strengthens interpersonal connections · Peer feedback and peer tutoring · Focuses on the variance of individual and the environment · Students present to the class · Encourage group editing
Intrapersonal	· Encourage journaling as a positive outlet for expression · Introduce web logging (blogs) · Make individual questions welcome · Create a positive environment.	· Journaling · Individual research on content · Students create personal portfolios of work
Naturalistic	· Take students outside to enjoy nature while in learning process (lecture) · Compare authentic subject matter to natural occurrences. · Relate subject matter to stages that occur in nature (plants, weather, etc)	· Students organize thoughts using natural cycles · Students make relationships among content and the natural environment (how has nature had an impact?) · Students perform community service

Figure 1 - Multiple Intelligences: Classroom Application

2.2.3. Writing

Writing is a strategy for speaking to dialect in visual or material shape. Composing frameworks utilize sets of images to speak to the hints of discourse, and may likewise have images for such things as accentuation and numerals.

Definitions of writing systems

An arrangement of pretty much changeless imprints used to speak to an expression such that it can be recuperated pretty much precisely without the mediation of the utterer. (Daniels, T, Bright, & William, 2016)

> *A set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system.*
> (Blackwell, 1999)

In A History of Writing, Steven Roger Fischer contends that nobody meaning of composing can cover all the composition frameworks that exist and have ever existed. Rather he expresses that an 'entire written work' framework ought to satisfy all the accompanying criteria:

- It must have as its purpose communication;

- It must consist of artificial graphic marks on a durable or electronic surface;

- It must use marks that relate conventionally to articulate speech (the systematic arrangement of significant vocal sounds) or electronic programing in such a way that communication is achieved.

(Fischer, Rodger, & Reaktion, 2001)

Writing systems are both functional, providing a visual way to represent language, and also symbolic, in that they represent cultures and peoples. In The writing systems of the world, Florian Coulmas describes them as follows:

As the most visible items of a language, scripts and orthographies are 'emotionally loaded', indicating as they do group loyalties and identities Instead of being negligible instruments of a down to earth nature, they are typical frameworks of incredible social centrality which may, also, have significant impact on the social structure of a discourse group. (Blackwell, 1999)

2.2.4. Components of Writing Skill

There are three components to writing skill. Many people may be able to get by with two out of three, but the greats have all three. These components are: grammatical skill, compositional skill, and domain knowledge.

Grammatical skill

By grammatical skill, we do not mean the aptitude to recollect textbook grammar rules. We mean the ability to construct meaningful sentences. It is the ability to create sentences, not the ability to figure them, which is necessary for writing. We all have a basic grade of grammatical skill. We could not communicate without it. When people say that everyone can write, we questionable that they mean simply that everyone can construct meaningful sentences and record them on paper. Not quite everyone succeeds to this standard, but in the advanced world, most people do.

You can, of course, progress and own a much higher level of grammatical skill than ordinary knowledge requires. Some people can construct complex and beautiful sentences with easiness. A certain sophistication, variability, and elegance in the construction of a sentence it's one of the guarantees of a good writer in all fields.

Compositional skill

Compositional skill is the ability to establish words to produce an outcome. Storytelling is a compositional skill. A persuasive lecture or blog post shows compositional skill.

If we refer our own experience, we are sure we will all remember a great narrator or someone who was wonderful at teaching you, how to do something, but who would blanch at the very impression of putting pen to paper.

Domain knowledge

Many methodological writers would passionately reject that domain knowledge is a component of writing skill. Some even go so far as to suggest that ignorance of the subject domain is an advantage, that it allows them to appreciate the perspective of the user. Yet we are pretty sure we have never heard anyone acclaim a book by saying, "This book is great because it is quite clear that the author knows nothing about the subject." Certainly, what people have a tendency to say of the great works of popular exposition on any topic is: "it is clear that the author knows their theme particularly well."

But domain knowledge is significant for other explanations than knowledge of the subject difficulty, as important as that may be. Every decent writer will recognize that it is important to know your reader. Methodological writers often go to great dimensions to collect data on their audience, to construct personalities so that they have a model of who they are writing for. In any case, there is an incredible easy route to knowing your reader, and that is to know the space in which your reader works. They give you a chart of the reader's ways; knowing the area implies you have strolled the way in their shoes; you know the reader is not from gathered information but rather from lived involvement.

2.2.5. The Writing Pocess

Pre-writing

Pre-writing is important mostly at the lower levels of the skill, students have a limited vocabulary and consequently often have difficulty expressing their ideas. So, teachers or other students may need to support second language students to generate vocabulary and grammatical structures appropriate to the topic. Models and examples are often helpful.

Brainstorming —the teacher may need to provide some guidance by asking questions to prompt vocabulary and structures related with the selected topic

Graphic organizers – it's a way to learn the most important point of any topic and helps in the development of ideas organization.

Dictations — t is an integrative activity that involves all the skills.

Researching information – it is also important viewing videos, reading, interviewing, and searching reference books or internet.

Drafting

At the drafting phase students write their thoughts down using some of the notes, and structures generated during the pre-writing activities. Students especially should be cognizant that their first draft does not need to be immaculate and that the motivation behind this movement is to get words on paper. Spelling will frequently not be right and there might be a few linguistic mistakes.

Revising/editing

Learners will also need help during the revising/editing stage from teachers and from other students. The clarification of ideas, as well as grammatical accuracy, punctuation, spelling and capitalization will be corrected. Utilizing word references, including individual lexicons, and other asset materials, for example, sentence structure books and course books.

Translating

Translating is the least useful strategy for writing in a second language. There is often a wide difference between what students can express in their first language and what their limited vocabulary enables them to do. They commonly resort to using a dictionary to look up every word and end up with a literal translation that may be totally incomprehensible.

In the following table show us how well English Language Learners can write is directly related to their level of English language proficiency in writing.

Table 4 - Level of English language proficiency in writing.

PROFICIENCY LEVEL	DESCRIPTION	STRATEGIES/ACTIVITIES
NOVICE	Students can copy words and phrases and write them from memory. They can identify, list, and label. They can write one of more familiar phrases, statements, or questions in context.	Simple descriptions to accompany visuals; paragraph completion, cloze passages, dictations, filling-in forms, poetry, organization of information on graphic organizers
INTERMEDIATE	Students can create statements and questions well enough to meet practical needs and limited social demands. They can write short messages, notes, letters, paragraphs, and short compositions and can take simple notes. They can compose a series of related sentences that describe or compare. They can narrate a sequence of events and write one or more sentences that classify, summarize, or predict.	Descriptions with visuals, cloze passages, sentence combining, elaboration, guided descriptions and narrations, compositions based on interviews, journals
ADVANCED	Students can write social and more formal correspondence, discourse of several paragraphs, cohesive summaries with some details, and narrative and descriptive passages. They can take notes. They can express feelings and preferences and give supporting details. They can develop an organized composition, report, or article of more than one paragraph. They can explain their point of view simply.	Detailed descriptions, sentence combining, elaboration, guided descriptions and narrations, compositions with rewrites, free compositions, dialogue journals

Source: Fran Hoch is the North Carolina Department of Public Instruction's

Section Chief for K–12 Program Areas. (Hoch F. , 2017)

2.3. Conceptual Framework

Assessment: In education, this term refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skills acquisition, or educational needs of students. (Abbott, S., 2015).

Prior Knowledge: The knowledge a learner already has about a topic or subject- It is the past knowledge a learner beings to a new learning situations.

Technique: carry out a method. It is implementation, meaning that a technique is something that actually takes place in language teaching or learning in the classroom. (Yanto, 2014)

Strategy: According to (Frankel, 2011), teaching strategies represent the combination of specific procedures or operations, grouped and ordered in definite sequence that teachers can use in the classroom to implement both cognitive and affective objectives.

Method: A method is an organized, systematic and well-planned procedure aimed at facilitating and enhancing students' learning. It is undertaken according to some rule, which is usually psychological in mature. That is, is considers primarily the abilities, needs and interests of the learners. (García, 2000)

Theory: A set of assumptions, prepositions or accepted facts that attempts to provide a plausible or rational explanation of cause –and-effect(casual) relationships among a group of observed phenomenon. The word's origin (from the Greek, there's a spectator), stresses the fact that all theories are mental models of the perceived reality. (Dictionary, n.d.).

Procedure: a series of actions that are done in a certain way or order; an established or accepted way of doing something. (Merriam-Webster, n.d.).

Multiple Intelligences: some different fields of knowledge people are born with. A set of skills that make it possible for a person to solve problems in life. These intelligences are located in different areas of the brain and can either work independently or together with a potential or effective composition which involves gathering new knowledge. (Gardner H. , 2011)

Writing Skill: According to (Byrne, 2002) writing skill is one of the most important parts of communication; this skill allows you to communicate your message with clarity and ease. Through this ability you can transmit your thoughts into language.

Language acquisition: it's the development of language that all human possess. A learning process where a person can learn new knowledge through experience, stimulus or by imitation. (Traxel, 2012)

Ability: it's a quality that involves considerable proficiency or talent for doing something well. That is a faculty that a person has at the moment of performing a job in different ways physical, orally, or mentally. (dictionary, 2011)

Skill: ability to do something well arising from talent, training or practice. It's to learn things over a period of time or during education or work. (dictionary, 2011)

Capacity: the ability to do something mental or physical, it mixtures a person with attitude and aptitude to understand or learn new competence fields. (Merriam-Webster, n.d.)

Competence: it indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations. (Business Dictionary, 2017)

CHAPTER III

3. RESEARCH METHODOLOGY AND FINDINGS

3.1. Type of Research Description

This is a quantitative study, which fulfills all the requirements of education research, and it has the following features. It is exploratory, descriptive and scientific.

Exploratory in the sense that, it attempts to find out the reasons why eleven – year-old students have pedagogical problems in the classroom and them it seeks to provide information about how they can improve their writing proficiency through the application of the Multiple intelligences by the teacher.

Descriptive, since it describes situations and events in the classroom, it also interprets the information that was obtained through the research instrument and correlational because the main goal of it is to establish the relationship between the independent and dependent variables of this work.

It is scientific because its theoretical foundations are derived from scientific research. It also shares the characteristics of pre-experimental research because of the following reasons: an "experimental" group was chose. A pretest was given to them. After this, the independent variable was activated when the proposal of this research was applied to them. A post – test was given; finally the results of it were studied and evaluated.

Concise explanations, the investigation is straight to the matter and gives clear instructions and directions to every exercise addressed, permitting students to fully understand the subject at hand in order to complete the task and the information could be part of the gist.

The investigation is based on date display with the exact objectives and purposes that need to be reached in order for the students could be assessed with an overall performance meaningful enough to draw the accurate results and the proper interpretation of the task.

It is reasoned and logical; this aspect completely concretes the meaning of the situation that is being investigated as part of the project. It makes the investigation a whole outlook in resolving the task or the exercises that students must perform.

3.2. Methods and Techniques

This is a quantitative research since it emphasizes objectives measurements and the statistical. Mathematical or numerical analysis of data collected through a pre-tests, surveys and post-test.

All the steps of the scientific method were followed in this study:

A. Observation: Previous class observation evidenced a pedagogical problem related to students at Unidad Educativa Montessori did not use appropriately their writing skills in their classes.

B. Through these problems we planned different activities to improve writing skills using multiple intelligences.

C. The research hypothesis arose "The application of multiple intelligences has positive effects on students' writing skills in learning English Language at Unidad Educativa Montessori. This research hypothesis was validated following the procedure previously mentioned.

D. Finally by using different class activities, class observation, pre-test, post-test and surveys, valuable information was obtained, analyzed and interpreted which led the author of this research project to the final conclusion and recommendation.

3.3. Research population and sample

This research work was conducted at Unidad Educativa Montessori in Guayaquil – Ecuador. The research population was 19 students who were registered in 7th Year and 2 English teachers who were responsible for the application of the proposed technique.

Table 5 - Stratum

STRATUM

STAFF	POPULATION	SAMPLE
STUDENTS	58	19
TEACHERS	3	3
TOTAL	61	22

3.4. Research Instruments

The data was obtained applying the following instruments:

a) A class observation

b) A pre-test and post-test

c) A survey

3.4.1. A Class Observation

A class observation was conducted the main purpose of it was to determinate possible problems in students' acquisition of writing skills, what factor caused the problems well as the teachers' performance in class and how they addressed students' learning. It is worth mentioning that this class observation was conducted before the application of this research proposal.

3.4.2. Pre-test and Post-test

A pre-test and a post-test were applied to the experimental group in order to validate the research hypothesis: that is to determine the influence of the independent variable, multiple intelligence on the dependent variable, writing skill.

The pre-test, which include 3 standards, were giving to students at the beginning of the second Quimestre of the school year and it allowed finding out possible weaknesses and strengths in the educational process. After this, the independent variable was activated and finally, 2 months later a post-test was given to the students to evaluate the effectiveness of the proposed technique. (***See Appendix B - C*** to see the tests applied to the experimental group).

3.4.3. A Survey.

A survey for teacher, which includes 7 items, was given to 2 teachers with a specific purpose: to analyses their experience and preparation as well as their knowledge and attitude towards the application of multiple intelligences as a technique in class.

A survey for students, the surveys that were conducted with the students completed their objective in giving the adequate date for the investigation about the struggles and the best possibilities to face the problems found in students from the school. Students answered to the best of their knowledge all the questions from the survey. Even though there was some difficulty for some of

the students answering or understanding the questions, the students still managed to give their best answer as the questions were understood by them.

The result of the surveys gave the investigation the right amount of data to see what the best approach to deal with the problem was, and what type of methods could be used on the teaching practice with the students and the techniques that would work best while addressing the cognitive abilities issue in class. (*See Appendix D – E*) for a sample of the surveys given to the teachers and students).

3.5. Result/findings and Analysis

3.5.1. Results of Class Observation

UNIDAD EDUCATIVA MONTESSORI

CLASSROOM OBSERVATION

Teacher's Name: Andres Alarcon   **Course**: 7th Year "B"

Subject: Writing

Date of observation: October 17th, 2017

Evaluator: Carlos Cacao

Chronological Description

1:15pm - Class starts. The instructor hands back last week's writing assignments_____

1:20pm - The instructor asks the students to do their daily "Journal Writing"

1:32pm - Students are asked to pull out their workbooks and review the HW questions with a partner._____

1:37pm - The instructor breaks up the pair work and together as a class they answer the questions. She says the question, and students shout out the correct multiple-choice answer._____

2:05pm - The instructor asks the questions from the activities, and students raise their hands_____

2:12pm - The instructor tells her students that they will practice this a lot together throughout the week_____

2:30pm - The instructor breaks up the pair work and goes over the answers with them as a class_____

2:35pm - The instructor gives them an activity from the workbook (students are allowed to work individually or with partners)_____

2:42pm - The instructor picks a couple of students to come up to the blackboard and write down the answers_____

2:45pm - The instructor hands out the homework that is due next class and dismisses them_____

Evaluator's comment:

There was a nice balance between teacher and student talk. I had noticed early on that activities was monotonous so that make students get bored in class._____

Teacher Signature   **Evaluator's Signature**

A class observation **(Appendix L)** was conducted the main purpose of it was to determinate possible problems in students' acquisition of writing skills, what factor caused the problems well as the teachers' performance in class and how they addressed students' learning.

Analysis: It has been watched that kids are not delivering enough written work expertise as they ought to in the classrooms. The activities above shows that the lack of interest in writing skill might be caused from the activities that the teachers promote, and shows evidences that they need support in writing.

3.5.2. Result Analysis of Survey to the Students

Sample: 19 Students   **Course:** 7th Year EGB

Questions 1: Which of the following skills do you like the best?

Table 6 - Students' Survey. Question 1

ALTERNATIVES	FREQUENCY	PORCENTAGE
LISTENING	3	16%
SPEAKING	10	53%
READING	4	21%
WRITING	2	10%
TOTAL	19	100%

Source: Students from 7th Year
Authors: Carlos Cacao and Elsa Guiracocha

Figure 2 - Students' Survey Question 1
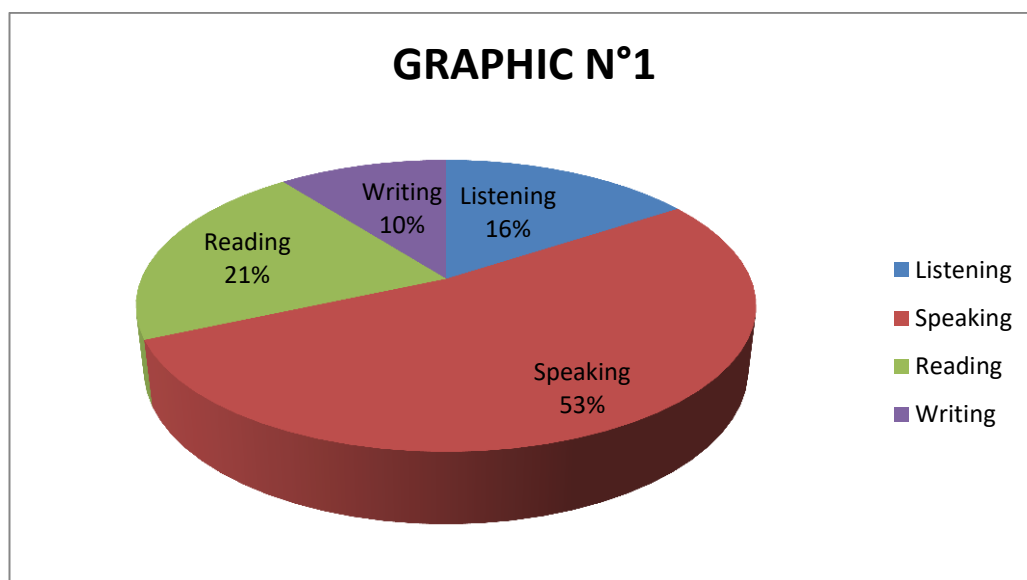
Analysis: The graph above shows that a low percentage of students do not like writing, which leads to a poor interest in the writing skill and shows evidences that they need support in writing. This low percentage might be caused from the activities that the teachers promote. 53% of the 19 students prefer writing in English. Only 10% prefer Writing and another 37% prefer between reading and listening.

Sample: 19 Students   **Course:** 7th Year EGB

Questions 2: How difficult is writing for you?

<center>

Table 7 - Students' Survey. Question 2

ALTERNATIVES	FREQUENCY	PORCENTAGE
EASY	2	11%
NORMAL	2	11%
DIFFICULT	13	68%
VERY DIFFICULT	2	11%
TOTAL	19	100%

</center>

Source: Students from 7th Year
Authors: Carlos Cacao and Elsa Guiracocha

<center>

Figure 3 - Students' Survey Question 2

</center>
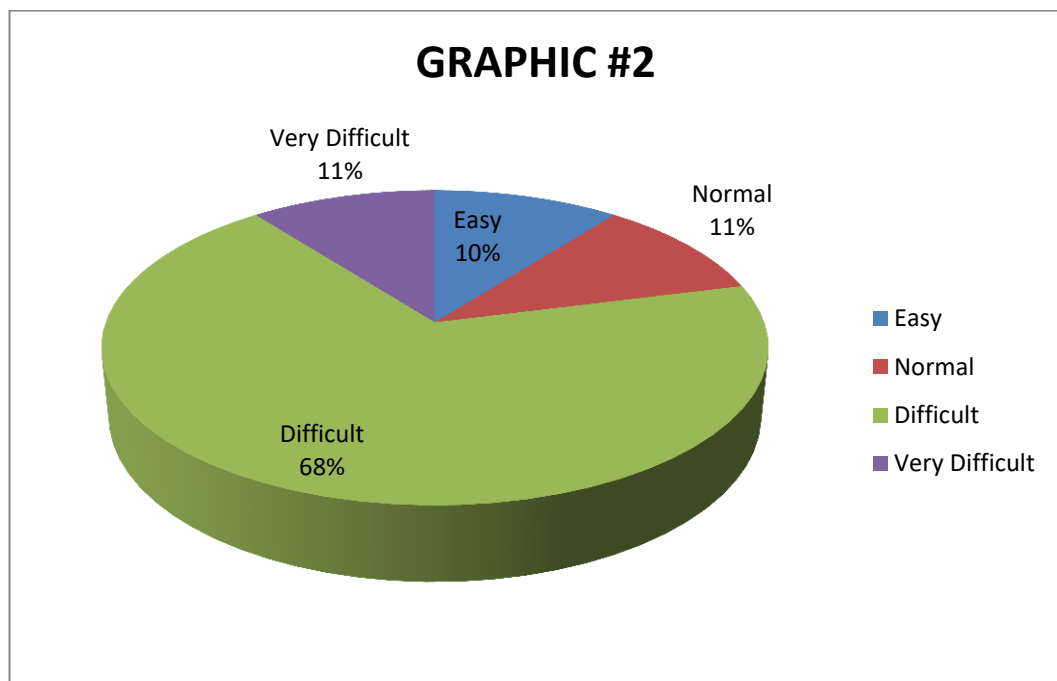
Analysis: The graph above shows that 68% of the students do not like writing, because they find the hardest skill to learn. This high percentage might be caused from the activities that the teachers promote. Only 10% of the students think that writing is easy.

Sample: 19 Students   **Course:** 7th Year EGB

Questions 3: How would you describe the content of the writing textbook?

Table 8 - Students' Survey. Question 3

ALTERNATIVES	FREQUENCY	PORCENTAGE
Very interesting	2	11%
Interesting	4	21%
Not Interesting	13	68%
TOTAL	19	100%

Source: Students from 7th Year
Authors: Carlos Cacao and Elsa Guiracocha

Figure 4 - Students' Survey Question 3

GRAPHIC N°3
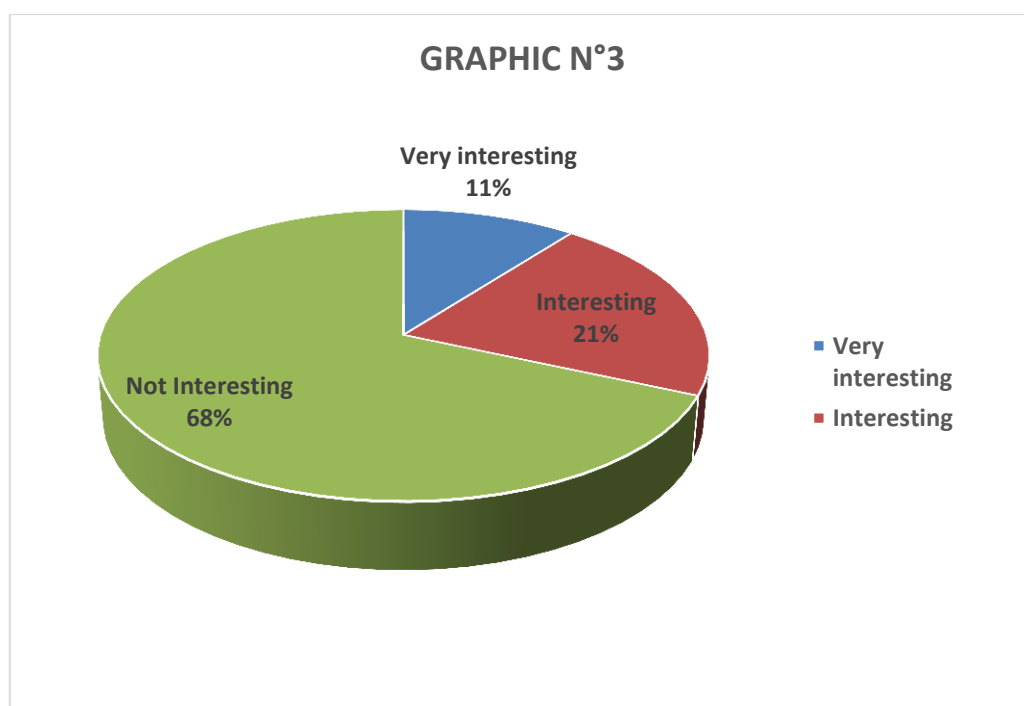
Analysis: The graph above shows that 21% a low percentage of students find writing interesting, which leads to poor activities in the writing skill and shows evidences that they need support in it. 68% find not interesting in writing. This shows that the class needs to be pushed and motivated when it comes to writing in English improvement.

Sample: 19 Students   **Course:** 7th Year EGB

Questions 4: How much time do you spend on writing?

Table 9 - Students' Survey. Question 4

ALTERNATIVES	FREQUENCY	PORCENTAGE
1 Hour	6	32%
2 hours	10	53%
3 hours	2	11%
More than 3 hours	1	5%
TOTAL	19	100%

Source: Students from 7th Year
Authors: Carlos Cacao and Elsa Guiracocha

Figure 5 - Students' Survey Question 4
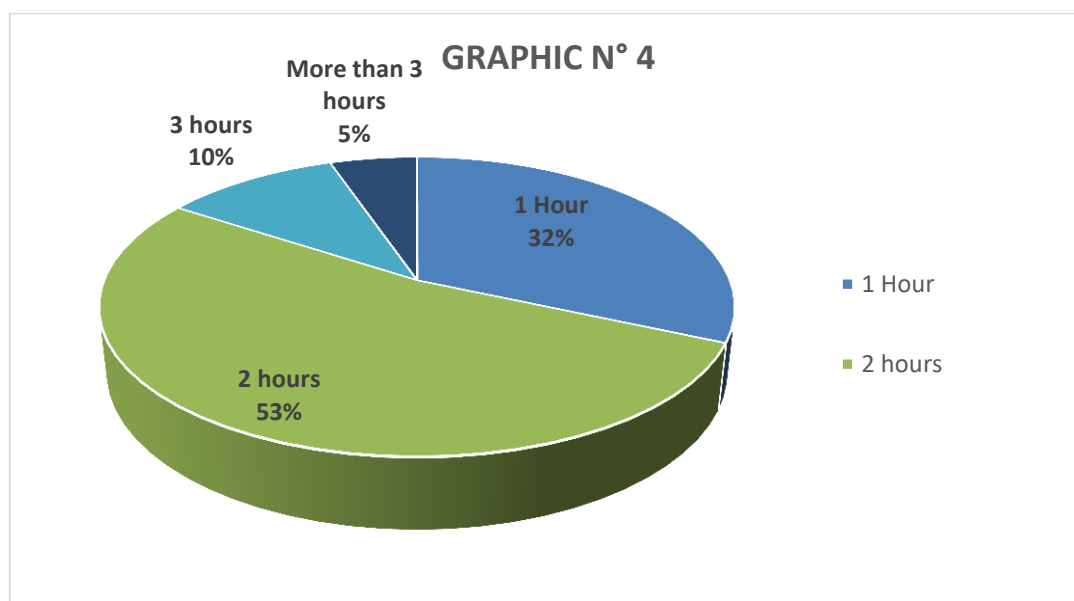
Analysis: The graph above shows that a low percentage of students spend more than 3 hours on writing. Only 15% of 19 students spend more than 3 hours on writing, this is another reason why such lack of proficiency in writing could be slowing down the academic process too.

Sample: 19 Students   **Course:** 7th Year EGB

Questions 5: How often do you have to do writing homework at home?

Table 10 - Students' Survey. Question 5

ALTERNATIVES	FREQUENCY	PORCENTAGE
Once a week	14	74%
Twice a week	4	21%
More than three times a week.	1	5%
TOTAL	19	100%

Source: Students from 7th Year
Authors: Carlos Cacao and Elsa Guiracocha

Figure 6 - Students' Survey Question 5

GRAPHIC N° 5
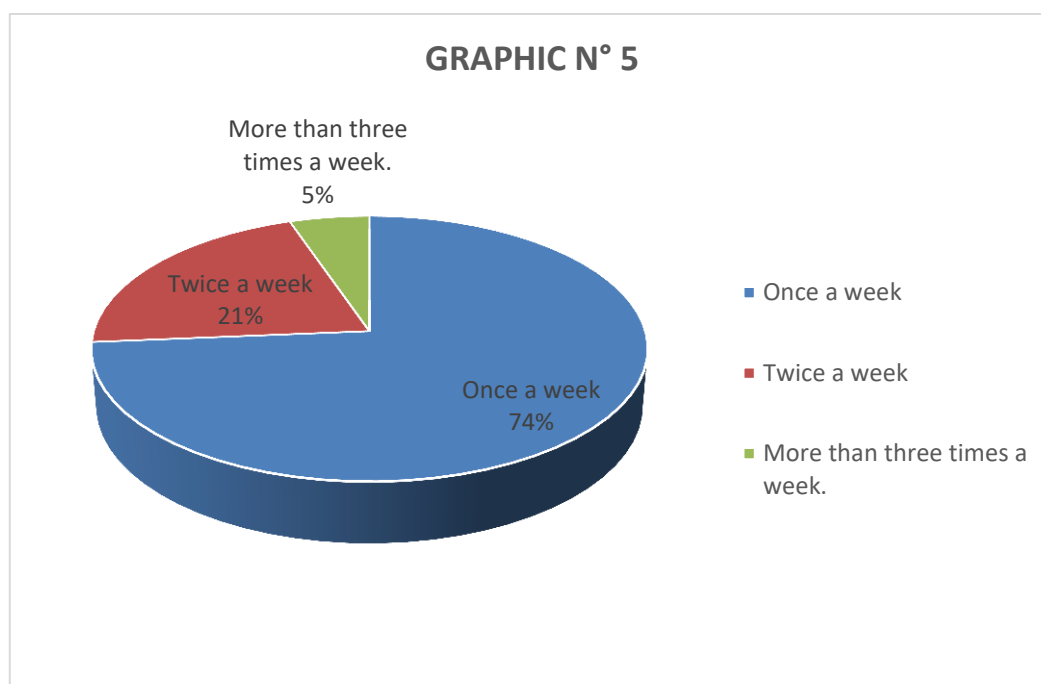
Analysis: 5% of the students do their writing homework at home more than three times a week. While 74% do it only once a week. This low percentage might be caused from the activities that the teachers promote.

Sample: 19 Students   **Course:** 7th Year EGB

Questions 6: What kind of problem do you face when you write?

Table 11 - Students' Survey. Question 6

ALTERNATIVES	FREQUENCY	PORCENTAGE
Vocabulary limitation	**2**	**11%**
Grammar difficulties	2	11%
Lack of ideas	**11**	**58%**
Topic inappropriateness	4	21%
TOTAL	19	100%

Source: Students from 7th Year
Authors: Carlos Cacao and Elsa Guiracocha

Figure 7 - Students' Survey Question 6
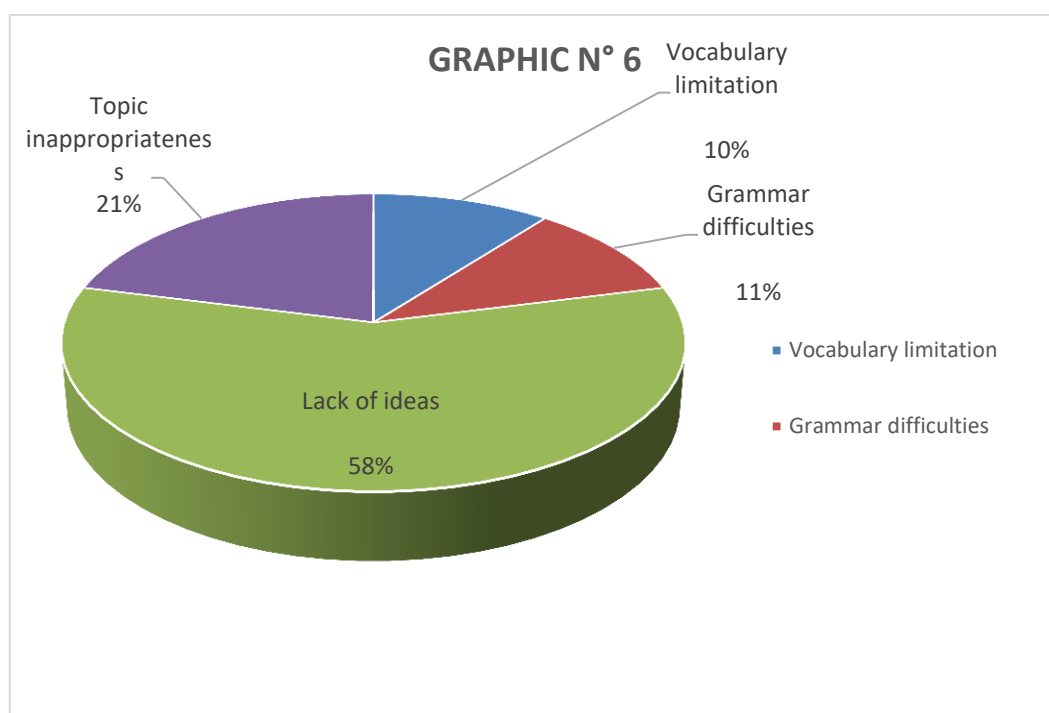
Analysis: 58% of 19 students find a problem that is the lack of ideas when they write. While 21% find topic inappropriateness, and 22% of students find difficulties between Vocabulary limitation and Grammar difficulties. This shows that the class needs to be pushed and motivated when it comes to writing in English improvement.

Sample: 19 Students   **Course:** 7th Year EGB

Questions 7: How often do you Brainstorm when you write?

ALTERNATIVES	FREQUENCY	PORCENTAGE
Always	**2**	**11%**
Usually	2	11%
Sometimes	**11**	**58%**
Never	4	21%
TOTAL	19	100%

Source: Students from 7th Year
Authors: Carlos Cacao and Elsa Guiracocha

Figure 8 Students' Survey Question 7

GRAPHIC N° 7
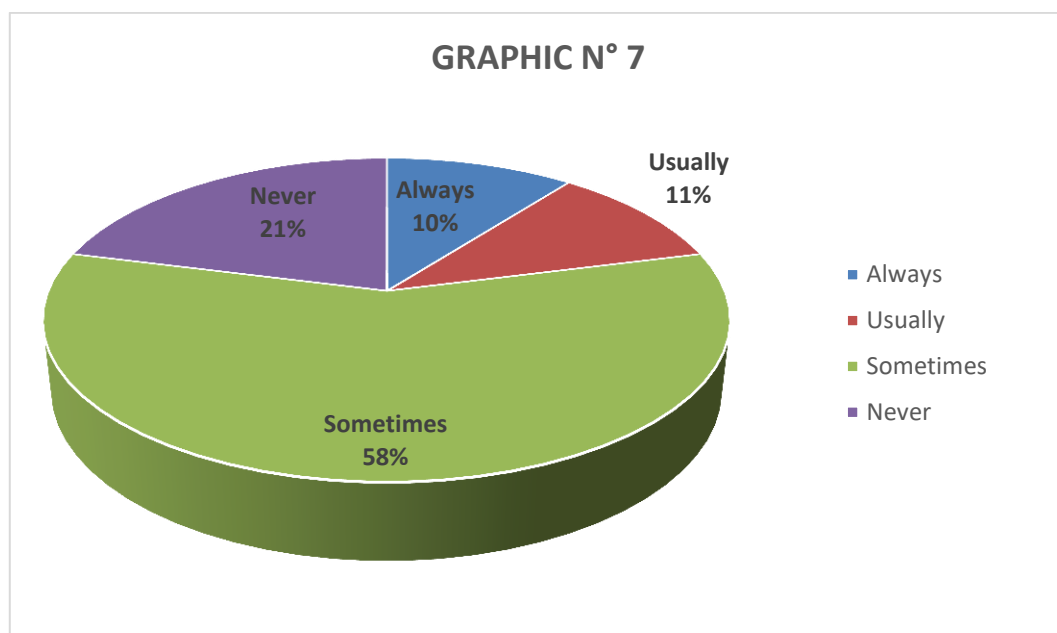
Analysis: The graph above shows that 58% of the 19 students brainstorm when they write, while 21% never do it, and the 22% usually brainstorm. This show us that the process of writing is not correctly manage. We must paid attention on the activities that the teachers promote in the class.

3.5.3. Results and Analysis of Pre-Test and Post-test

3.5.3.1. Analysis of Result Students' Pre-Tets

Sample: 19 Students   **Course:** 7th Year EGB

Table 13 - Students' Pretest. Analysis of result

ALTERNATIVES	FREQUENCY	PORCENTAGE
Below Expectations	**6**	**32%**
Attempts Expectations	8	42%
Meets Expectations	**3**	**16%**
Demonstrates Mastery	2	11%
Exceeds Expectation	**0**	**0%**
TOTAL	19	100%

Short Analysis of the results gotten after the application of a pre-test to the experimental group is shown in Graphic N° 8.
Source: Students from 7th Year
Authors: Carlos Cacao and Elsa Guiracocha

Figure 9 - Students' Pretest. Analysis of result
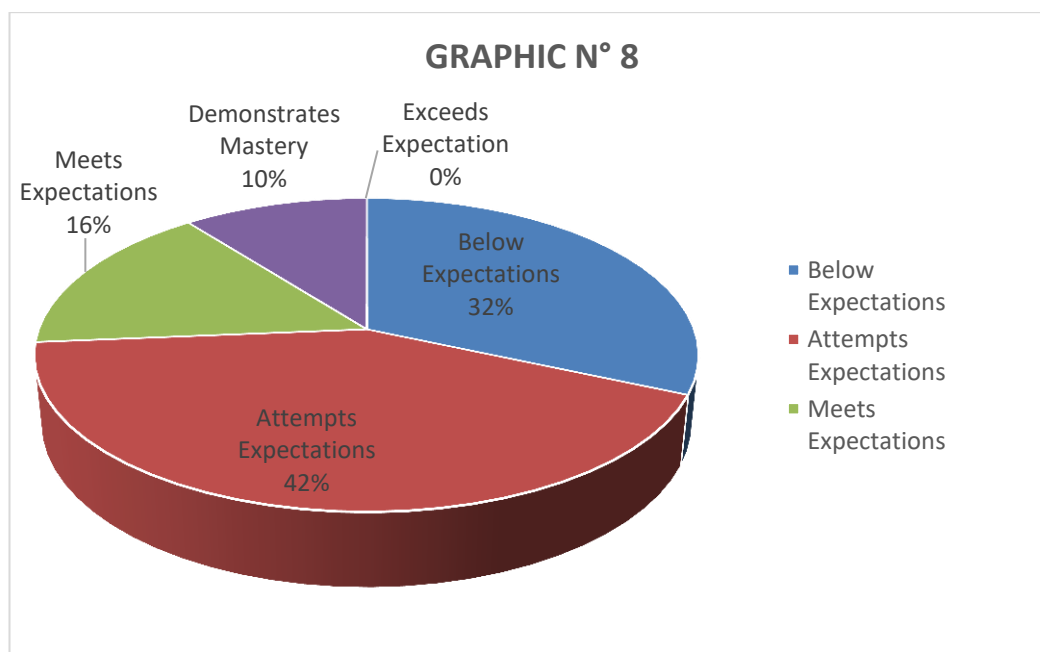
Analysis: this graph above show that a high percentage of students has drawbacks in the writing pre-test which also leads to a poor class participation and show evidences that they need extra support in this skill. This low percentage might be cause from the teacher promote her students' curiosity in Writing.

POST-TEST

After 2 months of applying this technique in the classroom, students took a post-test. Students were assessed based on their vocabulary, their organization and their writing process; the grades which were used to assess students' progression were the same that were used in the pre-test.

Below Expectations
Attempt Expectations
Meets Expectations
Demonstrate Mastery
Exceeds Expectations

In the following pages, a short analysis of the results gotten in the post-test will be shown. It is important to mention that they will be presented by grade and that a brief description of them will be given as well. In general terms, the authors can mention that the results gotten by students in the post-test portraits the improvements achieved by them after the application of the proposed technique. After providing readers with short interpretation of these results, the author will include a comparative analysis of both, the results gotten in the pre-test and in the post-test.

3.5.3.2. Analysis of Result students' Post-Test

Sample: 19 Students   **Course:** 7th Year EGB

Table 14 - Students' Post-test. Analysis of result

ALTERNATIVES	FREQUENCY	PORCENTAGE
Below Expectations	0	0%
Attempts Expectations	3	16%
Meets Expectations	10	53%
Demonstrates Mastery	5	26%
Exceeds Expectation	1	5%
TOTAL	19	100%

Short Analysis of the results gotten after the application of a post-test to the experimental group are shown in Graphic N° 9.
Source: Students from 7th Year
Authors: Carlos Cacao and Elsa Guiracocha

Figure 10 - Students' Post-test. Analysis of result
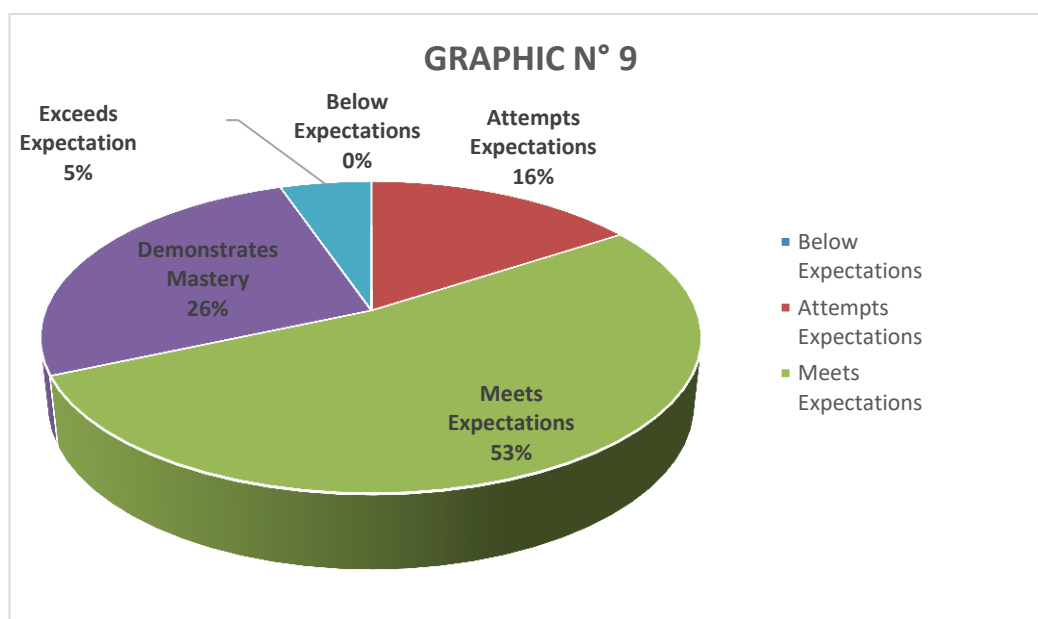
Analysis: This graph reveals that the biggest weakness found in the classroom when applying the pre-test has been successfully addressed since now only 16% of students are below expectation and a 26% already master it. Even when the results have been positive the author highlights the importance of continue working on it.

PRE-TEST ANS POST-TEST COMPARATIVE ANALYSIS

Once the pre-test and post-test results have been obtained, a comparative analysis needs to be done. The components of this analysis are charts as well as graph along with brief interpretation of them. The analysis will be based on the percentage of grades gotten by students in each of the test assessed. It is important to mention that the charts will be presented by grade as it was done before. Also, the author considers it important to high light that two trends will be perceived in the final result: an upward trending since most of students will achieve better grades and therefore, an improvement can be seen on the graph and an decreasing trend since the percentage of students who got the lowest grade will tend to decrease after the application of the proposed technique.

Below Expectations
Attempt Expectations
Meets Expectations
Demonstrate Mastery
Exceeds Expectations

The seventh grade to be analyzed will be Exceeding expectations; this grade was to be given to students which overpass the expectations set by the teacher in the pre-test and post-test already mention before.

3.5.3.3. Analysis of Pre-Test and Post-Test Comparative Analysis

Sample: 19 Students   **Course:** 7th Year EGB

Table 15 - Pre-test and Post-test comparative Analysis

ALTERNATIVES	FREQUENCY	PORCENTAGE	FREQUENCY	PORCENTAGE
Below Expectations	6	32%	0	0%
Attempts Expectations	8	42%	2	11%
Meets Expectations	4	21%	10	53%
Demonstrates Mastery	1	5%	6	32%
Exceeds Expectation	0	0%	1	5%
TOTAL	19	100%	19	100%

Short Analysis of the comparison of the pre-test post-test to the experimental group is shown in Graphic N° 10.
Source: Students from 7th Year
Authors: Carlos Cacao and Elsa Guiracocha

Figure 11 - Pre-test and Post-test comparative Analysis

	Below Expectations	Attempts Expectations	Meets Expectations	Demonstrates Mastery	Exceeds Expectation
Pretest	32%	42%	21%	5%	0%
PostTest	0%	11%	53%	32%	5%
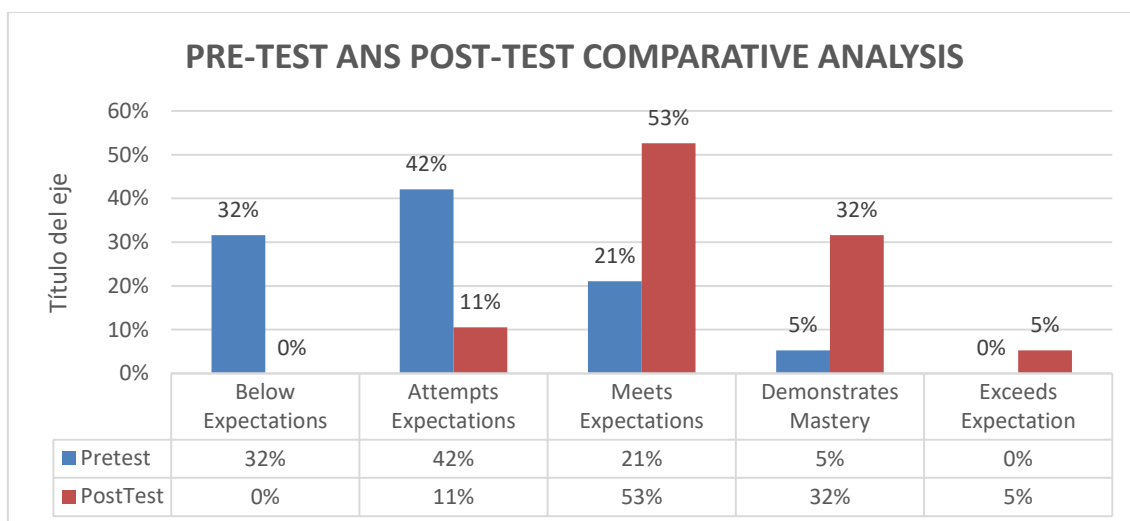
Analysis: The author considers this graph as the most remarkable one since it portraits the progress of students. As the reader can observe, students' achievement of the pre-test and post-test increased from 16% to 53% meets expectation which exhibit the impact of the technique applied to students and how successful it was. This leads the researcher to perceive positive effects of the application of this technique.

3.5.4. Result and Analysis of Survey To Teachers

Sample: 3 Teachers   **Course:** 7th Year EGB

Questions 1: Where did you learn English?

Table 16 - Teachers' Survey Question 1

ALTERNATIVES	FREQUENCY	PORCENTAGE
High School	0	0%
University	1	33%
English Academy	2	67%
English Speaking Country	0	0%
TOTAL	3	100%

Title: Where did you learn English?
Source: Teachers from 7th Year
Authors: Carlos Cacao and Elsa Guiracocha

Figure 12 - Teachers' Survey Question 1
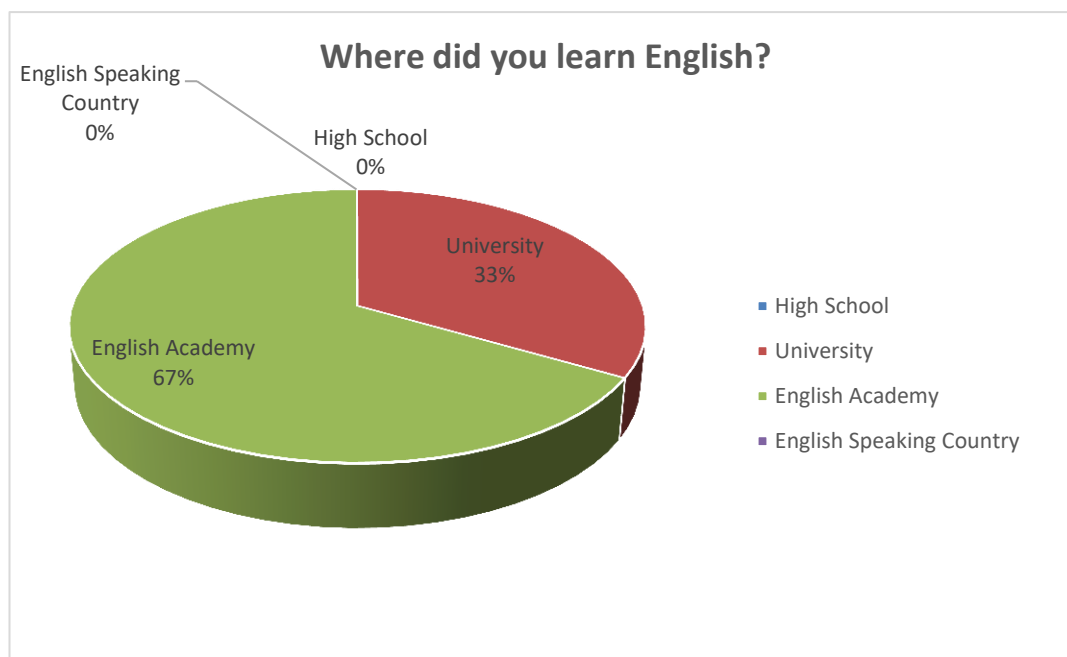
Analysis: by observing the chart above, it is easy to observe that 67% of the teachers learned English in an Academy. This will not be very beneficial for students since teachers will not use everyday expressions and even idioms used in an English-speaking country.

Sample: 3 Teachers   **Course:** 7th Year EGB

Questions 2: How do you feel about the content of writing in textbook?

Table 17 - Teachers' Survey Question 2

ALTERNATIVES	FREQUENCY	PORCENTAGE
Very interesting	0	0%
Interesting	0	0%
Normal	2	67%
Not interesting, pretty boring	1	33%
TOTAL	3	100%

Title: How do you feel about the content of writing in textbook?
Source: Teachers from 7th Year
Authors: Carlos Cacao and Elsa Guiracocha

Figure 13 - Teachers' Survey Question 2
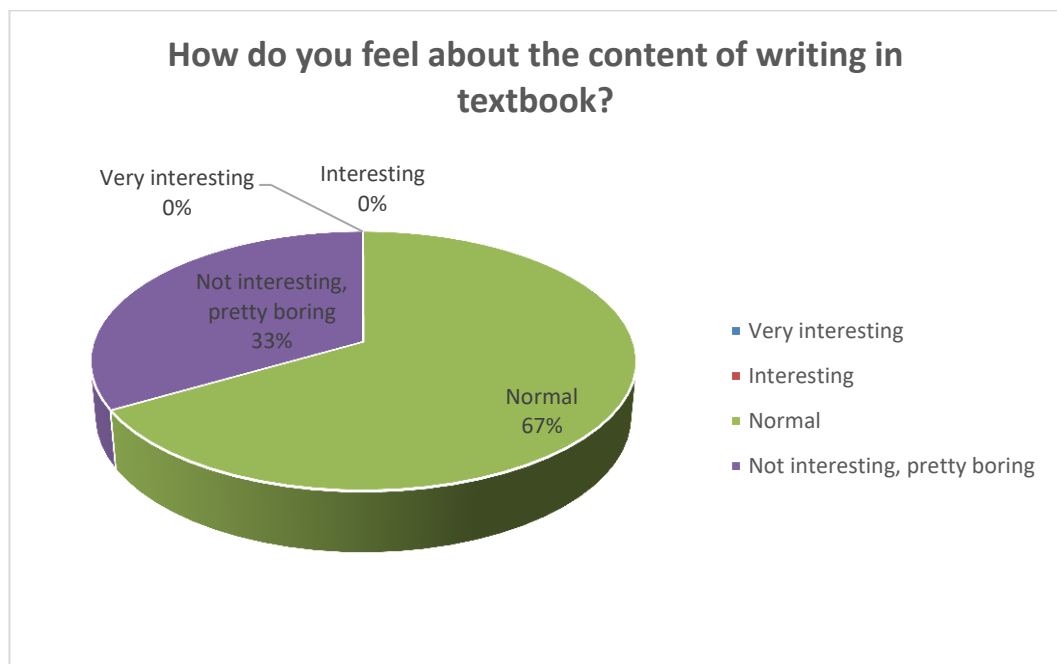
Analysis: The graph above shows that 33% of teachers find the content of writing in textbook not interesting, pretty boring, which leads to poor activities in the writing skill and shows evidences that they need support in it.

Sample: 3 Teachers   **Course:** 7th Year EGB

Questions 3: Except for your textbook, what materials do you have for writing?

Table 18 - Teachers' Survey Question 3

ALTERNATIVES	FREQUENCY	PORCENTAGE
Vocabulary or grammar books	2	67%
Books with advanced exercise for writing	0	0%
Books with the sample works	1	33%
Nothing	0	0%
TOTAL	3	100%

Title: Except for your textbook, what materials do you have for writing?
Source: Teachers from 7th Year
Authors: Carlos Cacao and Elsa Guiracocha

Figure 14 - Teachers' Survey Question 3
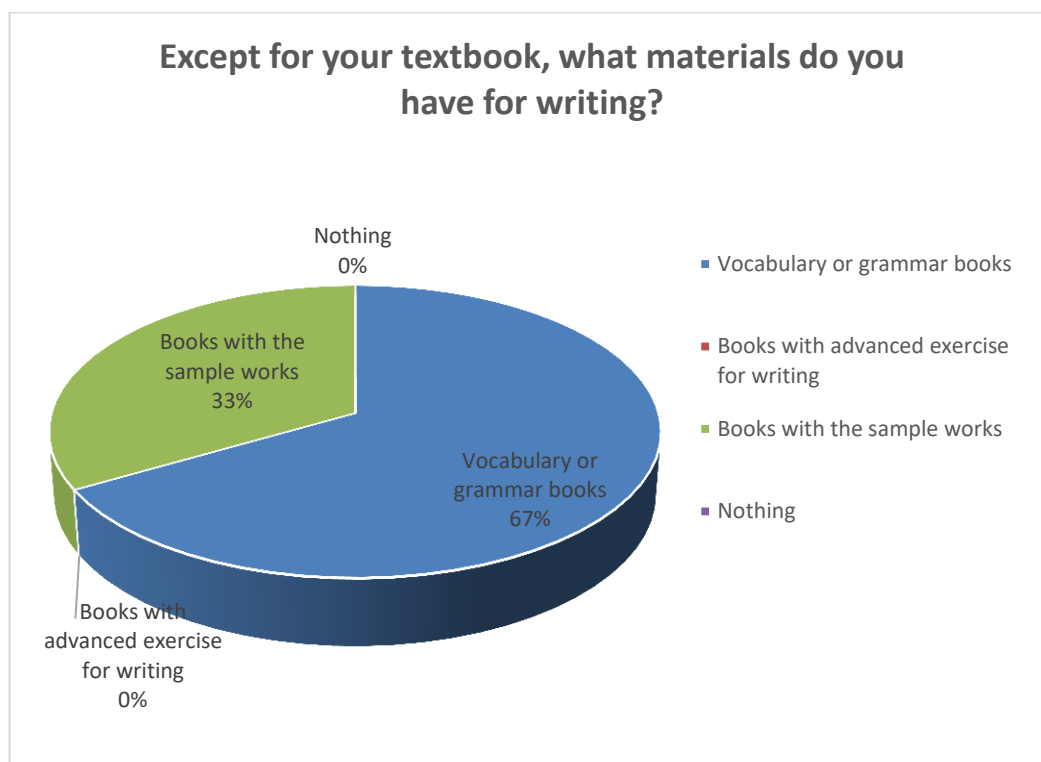
Analysis: The graph above shows that 67% of teachers want except for their textbooks more vocabulary and grammar books, which leads to their students' vocabulary limitation and grammar difficulties.

Sample: 3 Teachers   **Course:** 7th Year EGB

Questions 4: Do multiple intelligences have to do with my classroom?

Table 19 – teacher's Survey Question 4

ALTERNATIVES	FREQUENCY	PORCENTAGE
Always	0	0%
Usually	1	33%
Sometimes	1	33%
Often	1	33%
Never	0	0%
TOTAL	3	100%

Title: Do multiple intelligences have to do with my classroom?
Source: Teachers from 7th Year
Authors: Carlos Cacao and Elsa Guiracocha

Figure 15 - Teachers' Survey Question 4

Analysis: the graph above shows that 33% of the teacher unknown the theory of multiple intelligences and 67% know about this theory but do not applied it correctly.

Sample: 3 Teachers   **Course:** 7th Year EGB

Questions 6: Can you apply multiple intelligences theory to help students learn better?

Table 21 - Teachers' Survey Question 6

ALTERNATIVES	FREQUENCY	PORCENTAGE
Yes	2	67%
No	0	0%
I do not know	1	33%
TOTAL	3	100%

Title: Can you apply multiple intelligences theory to help students learn better?
Source: Teachers from 7th Year
Authors: Carlos Cacao and Elsa Guiracocha

Figure 17 Teachers' Survey Question 6
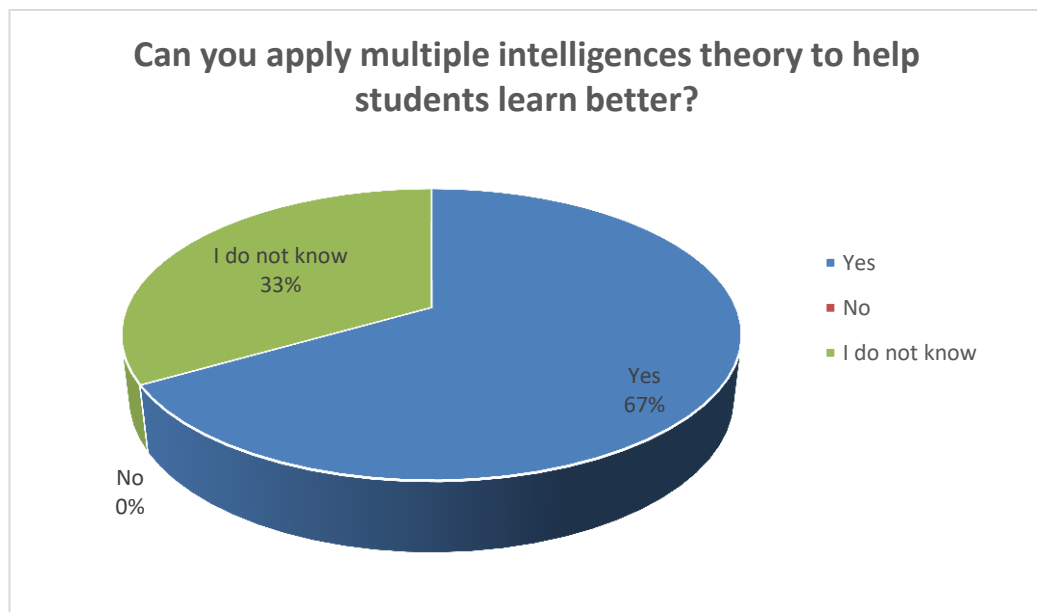
Analysis: the graph above shows that 33% of the teacher unknown the theory of multiple intelligences and 67% know about this theory but do not applied it correctly.

Sample: 3 Teachers   **Course:** 7th Year EGB

Questions 7: Do I apply multiple intelligences theory in my classroom?

Table 22 - Teachers' Survey Question 7

ALTERNATIVES	FREQUENCY	PORCENTAGE
Always	0	0%
Usually	0	0%
Sometimes	1	33%
Often	2	67%
Never	0	0%
TOTAL	3	100%

Title: Do I apply multiple intelligences theory in my classroom?
Source: Teachers from 7th Year
Authors: Carlos Cacao and Elsa Guiracocha

Figure 18 - Teachers' Survey Question 7
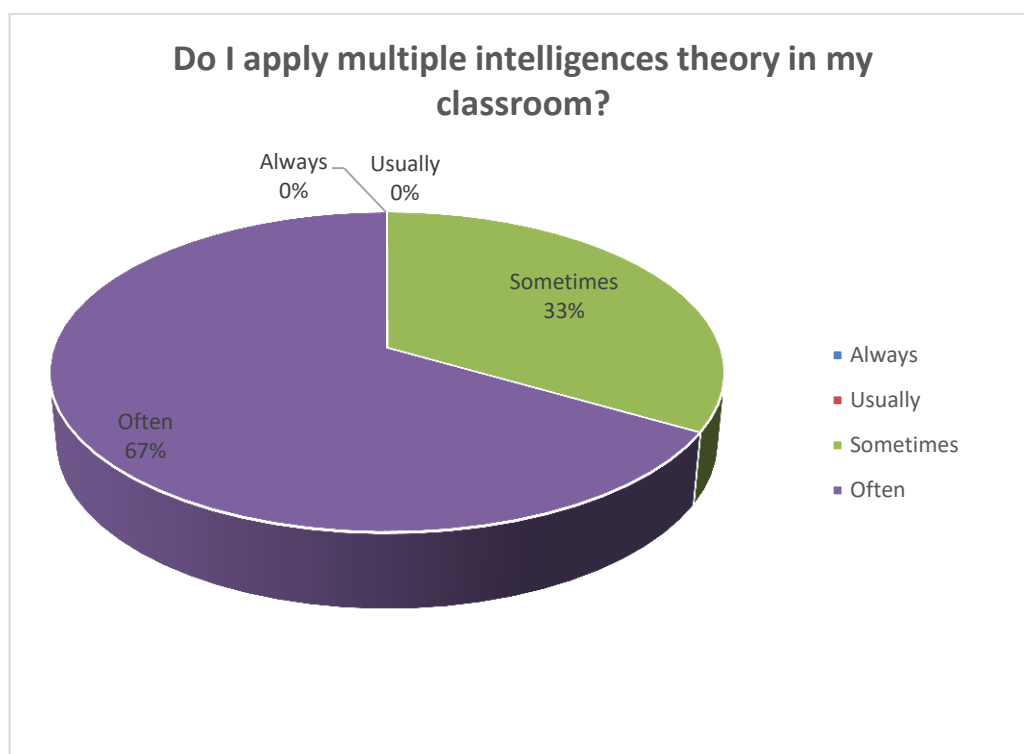
Analysis: the graph above shows that 67% of the teachers often apply multiple intelligences in their classroom. Which leads to a poor interest from the teacher in updating themselves and shows evidences that they need support in the process of writing.

Sample: 3 Teachers   **Course:** 7th Year EGB

Questions 8: Do I assess students' progress?

Table 23 - Teachers' Survey Question 8

ALTERNATIVES	FREQUENCY	PORCENTAGE
Always	1	33%
Usually	2	67%
Sometimes	0	0%
Often	0	0%
Never	0	0%
TOTAL	3	100%

Title: Do I assess students' progress?
Source: Teachers from 7th Year
Authors: Carlos Cacao and Elsa Guiracocha

Figure 19 Teachers' Survey Question 8
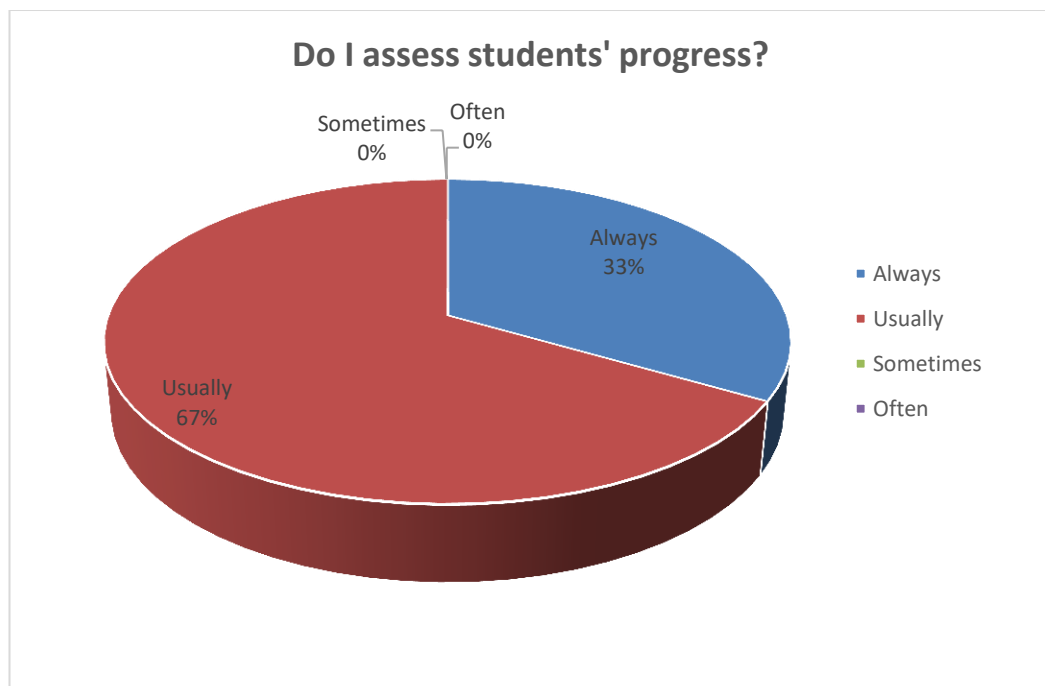
Analysis: 33% of the teachers assess students' progress and 67% usually do it. Asking students to demonstrate their understanding of the subject is essential to the learning process; it is essential to evaluate whether the educational goals and standards of the lessons are being met.

3.6. Sources, Resources and Timeline

UNIVERSIDAD LAICA VICENTE ROCAFUERTE

TIMETABLE

School: Language-English   **School Year: 2016-2017**

Research project:

Table 24 - Timetable

TIMETABLE																				
ACTIVITIES	**MONTHS**																			
	December				**January**				**February**				**March**				**April**			
	1	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Tutor Assignment	x																			
General Instructions for the development of the project	x																			
Examination of the first chapter	x																			
General Instruction to start chapter 2		x																		

Task	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Elaboration of the survey for teachers	x																			
Approval of the survey			X																	
Second examination of chapter 1 and first examination chapter 2			X																	
Examination and approval of pre-test				X																
Application of pre-test				X																
Second examination of complete chapter 2					X															
Elaboration of post test					X															
Application and approval of						X														

Activity																					
post-test																					
General instructions to work on chapter 3						X															
Tabulation of data collected							X														
Examination of statistical tables							X														
General Instructions to work on chapter 4								X													
Examination of chapter 3								X													
Corrections of chapter 3									X												
Second examination of chapter 3									X												
Approval of chapter 3										X											

Activity																		
Examination and approval of chapter 4									X									
Revision of timetable										X								
Approval of timetable											X							
Final Examination and corrections of chapter 1, 2, 3 and 4.																x		

UNDERGRADUATES

TUTOR: Miss Rosy Mendoza

START DATE: July 19th, 2016

END DATE: June 16th, 2017

Table 25 - Budget

BUDGET

Category	Activity	Total
1. Mobilization		
Gasoline	From School to University	$100
2. Equipment		
Printer	Copies, print drafts of the project, student's worksheet.	$150
Extra Material	To prepare Writing material	$50
Total		$300

CHAPTER IV

4. PROPOSED PROJECT PLAN

4.1. Title

THE DEVELOPMENT OF MULTIPLE INTELLIGENCES IN ORDER TO IMPROVE 7TH GRADE STUDENTS' WRITING SKILLS IN ENGLISH LANGUAGE AT UNIDAD EDUCATIVA MONTESSORI, DURING SCHOOL YEAR 2016-2017.

4.2. Justification

The list of activities given is necessary since it will expand teachers' perspective about ways in which they can use multiple intelligences as a technique to improve children proficiency since very early ages. It has been watched that kids are not delivering enough written work expertise as they ought to in the classrooms.

The proposed project plan will also benefit teachers since they will enrich their methodologies and will add more to their expertise. It will influence the way in which students are being taught and it will bring positive effects on the development of their writing skill.

Similarly, teachers' enrichment will lead the school to stablish new ways in which young students can acquire writing skills demonstrating that multiple intelligences can develop their basic communication skills in L2 as long as they are taught using techniques that promote writing structure and progress.

This research project proposal will contribute to the development of English Language Teaching to young learners, giving them the opportunity to acquire a foreign language in an interactive way since very early ages. Also, this will open up a pack of chances to their lives, as having the capacity to speak with individuals from everywhere throughout the world, becoming acquainted with new societies and far and away superior openings for work when they grow up since English is viewed as a worldwide dialect.

4.3. Objectives

4.3.1. Broad Objective.

To demonstrate the effects of the influence of multiple intelligences in order to improve 7th grade students' writing skills in English language at Unidad Educativa Montessori, during school year 2016-2017

4.3.2. Specific Objective.

To use techniques and strategies that allow the application of Multiple Intelligences in the development of writing skills in the English Language.

To recognize the characteristics of the Multiple Intelligences theory.

4.4. Content Framework of the Proposed Project Plan.

The author of this research proposes, as a project plan, a list of recommendation on the application of multiple intelligences in order to improve 7th grade students' writing skills. Considering that the proposal already mentioned highlights multiple intelligences as a way to achieve this goal, the author included a brief summary on the importance of writing in English.

IMPORTANT OF WRITING

IMPORTANCE OF WRITING

Writing in English is critical on the grounds that it is a type of composed correspondence. English is a widespread dialect that permits us to speak with individuals from everywhere throughout the world. A large number of individuals talk and compose English to no less than an essential level. It is one of the six authority dialects of the world. Many individuals from various nations took English as their fundamental dialect. English is a generally talked and composed dialect.

One imperative motivation behind why composing is essential is one must be capable in imparting in English is on the grounds that a great deal of distributed materials in the instruction and business parts utilize English. Many books, manuals, daily papers, letters, messages and data are composed in English. On the off chance that we don't learn English, we are isolating ourselves far from half of the world's information. It is likewise utilized as a part of a differing qualities of expert fields, for example, business, data innovation, drug, science, amusement, avionics, tact and so forth.

I think the way that many individuals additionally communicate in English is not as imperative a component as though that is the situation, then Mandarin ought to likewise be learnt by everybody in the scholastic setting. What is critical about English is that most organizations on the planet utilize English as their dialect middle and that is the reason as an understudy, it is significant that one learns English.

4.5. The Proposed Project Plan.

The use of various activities and different skills plays a very important role in English language learning for this reason; the purpose of these activities is to know the effect of the application of multiple intelligence techniques.

The following activities were developed based on different learning strategies **(see appendix k)** for example:

Completing crossword puzzles with vocabulary words, crossword solving involves several useful skills including vocabulary, reasoning, spelling, and word attack skills. To solve any crossword puzzle, students must be able to identify and understand the terms being used. This often involves acquiring new vocabulary or terminology. It can also involve making differentiations between similar words or phrases.

Writing short stories in the classroom, helping students to develop their writing skills can be challenging. Writing in class may be considered quite boring and some teachers prefer to get their students to do written work at home. However, the results of writing done at home can be variable. In order to produce a good piece of written work, students need to learn to plan carefully before they start writing. Story writing should engage students' imagination and can be turned into a fun, collaborative and communicative experience.

Creating costumes for role-playing, skits, or simulations can be an effective strategy for practicing new skills and exploring new ideas in the Knowledge and

employability classroom. It addresses several of the multiple intelligences, and can be a motivating and memorable learning activity.

Making a scrapbook for their stories, scrapbooking is actually being used as powerful classroom tools to help students better connect with the subject. It encourages independent learning by allowing students to work at their own pace and enhance individual learning styles and strengths.

These activities based on Multiple Intelligences were performed due to the lack of interest in writing skill, which has been observed in students. They help to provide a variety of activities based on Multiple Intelligences and at the same time they are very didactic to contribute in the process of learning English without falling in the monotony.

The proposed plan was held on October 20th, 2016. Nineteen children from Unidad Educativa Montessori attended to it and it lasted 60 minutes (**See Appendix F** For pictures of the class activities given to children). The time table can be found below.

TIME	ACTIVITY	
10:25 – 10:30	Completing crossword puzzles with vocabulary words. See Appendix F	**Verbal-linguistic** students love words and use them as a primary way of thinking and solving problems.
Working in cooperative groups to design and complete projects.	Students strong in **interpersonal intelligence** have a natural ability to interact with, relate to, and get along with others effectively. They are good leaders. See appendix G	

10:30 – 10:45	Project. Writing short stories in the classroom. See Appendix H	**Verbal-linguistic** They are good writers, speakers, or both. They use words to persuade, argue, entertain, and/or teach.
10:45 – 11:00	Creating costumes for role-playing, skits, or simulations.	**Bodily-kinesthetic** students are highly aware of the world through touch and movement. There is a special harmony between their bodies and their minds.
11:00 – 11:30	Acting out scenes from the students' story. See Appendix I	**Bodily-kinesthetic** students are highly aware of the world through touch and movement. There is a special harmony between their bodies and their minds.
11:30 – 11:45	Making a scrapbook for their stories. See Appendix J	People with a strong **intrapersonal** intelligence have a deep awareness of their feelings, ideas, and goals.

With all this activities we guide the way we learn and process information. What teachers may not be as familiar with is how to apply a multiple intelligence approach to learning in your classroom. We applied different learning activities that will demand to our students based on their particular strengths.

4.6. Impact of the Proposed Project Plan.

The proposed project plan will have significant impacts in the way children acquire writing proficiency in English. Now that teachers have a better idea on how to promote writing skills inside the classroom, they can apply this knowledge when teaching young learners and promote the use of L2 during school hours. Some ideas on how to do this will be explained further in the following pages. These include writing error correction, writing a story, chatting messages, writing poems and postcards, role-play writing, songs and storytelling, helping students organize argument essays and some others.

As stated before the use of Multiple Intelligences, as a technique, will also become one of the factors to set strong basis in students' acquisition of writing skill in the target language since the will be exposed to input given in L2 and they will be prompted, supported and encouraged to use it in everyday situation. All of these, will promote the development of this skill hast its basis on Howard Gardner's theory that develop the theory of multiple intelligences during the early 80's, this theory states that every human being possesses 8 intelligences. People draw on these insights, exclusively and corporately, to make items and take care of issues that are important to the social orders in which they live (Gardner H. , Frames of Mind. The theory of multiple intelligences, 2011). Providing children with an interactive and multiple activities environment where they can practice the target language while feeling confident and safe will set the most appropriate setting for children acquisition of English as a second language and most importantly, to develop of their writing skills in this language. Similarly, the school will benefit from the application of the proposed project

plan, since this technique will be applied not only in one of the classrooms but in all.

All of the reasons mentioned above highlight the impact of the proposed project plan and the urge of its application in childhood classrooms to improve young learners' writing skill in L2.

In the institutional website of the Minister of education of Ecuador there is the English language learning standards. These are results students are expected to achieve at the end of a proficiency level in terms of knowledge and skills acquire during the process. These will show" what students must know and be able to do as they move toward full fluency in English".

The ELLS are based on the common European Framework of reference for languages: learning, teaching assessment, (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods. The proficiency levels set by the CEFR and established as the benchmarks for Ecuador's ELLS are A1, A2 and B1. The progression of the levels is the following:

Figure 20 – levels of proficiency: Branching approach

PRE-BASIC USER		BASIC USER				INDEPENDENT USER	
PRE A1		A1		A2		B1	
PRE A1.1	PRE A1.2	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
2 EGB	3 EGB	4 EGB	5 EGB	6 EGB	7 EGB		
		8 EGB	9 EGB	10 EGB	1 BGU	2 BGU	3 BGU
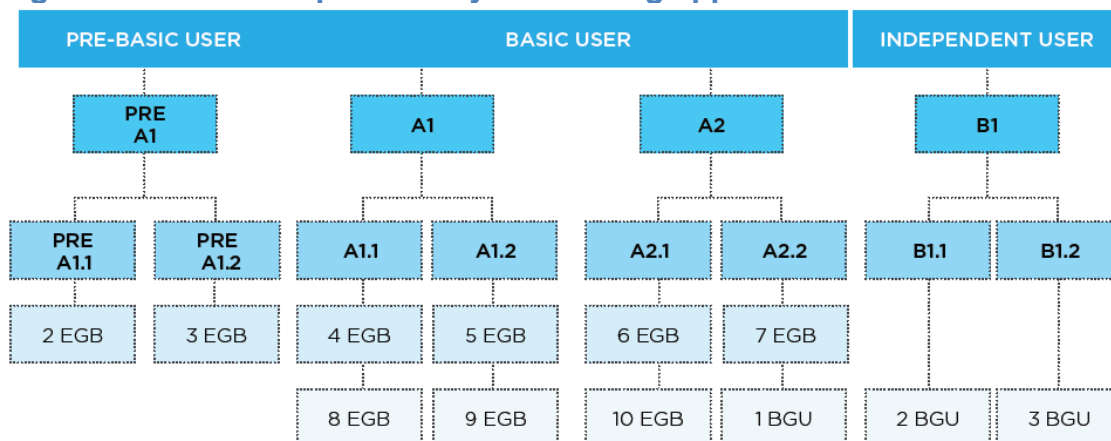
(Educación, 2016)

The English language learning standards are developed considering the communicative language components and the language skills as an important part of the program.

In this case, it will develop the project with students of seventh year basic education, so it corresponds to the A 2.2 level on writing.

Curricular Thread 4: Writing

Enhancing learners' written work abilities is a certain approach to build up a strong establishment for future education improvement. Composing can present new parts of dialect by giving a way to concentrate on vocabulary securing, sentence structure develops and the mood and stream of a dialect. Composing creates basic thinking and gives learners the capacity to convey what needs be in a way that should frequently not be possible in talked dialect. As learners get more seasoned, the capacity to compose – and compose well – will turn out to

be increasingly imperative. Along these lines, it is basic that learners get work on composing from an early age. (Educación, 2016)

Figure 21 - Curricular Thread

```
---------------------------------------------------------------
Curricular Thread 4
---------------------------------------------------------------
Writing
---------------------------------------------------------------
   ▇▇▇  MANDATORY (6)              □  DESIRABLE (3)
```

EFL 3.4.1	Make a simple learning resource in order to record and practice new words. (Example: a picture dictionary, a word list, set of flashcards, etc.).
EFL 3.4.2	Write a short simple paragraph to describe yourself or other people, animals, places and things, with limited support. (Example: by answering questions or using key words)
EFL 3.4.3	Write a variety of short simple text-types, commonly used in print and online, with appropriate language and layout. (Example: write a greeting on a birthday card, name and address on an envelope, a URL for a website, an email address, etc.)
EFL 3.4.4	Write to describe feelings/opinions in order to effectively influence an audience. (Example: persuade, negotiate, argue, etc.)
EFL 3.4.5	Write a questionnaire or survey for friends, family or classmates using WH- questions in order to identify things in common and preferences.
EFL 3.4.6	Write a simple narrative with linking words on familiar subjects in order to express everyday activities. (Example: free time, descriptions, what happened last weekend, etc.)
EFL 3.4.7	Use the process of prewriting, drafting, revising, peer editing and proofreading (i.e., "the writing process") to produce well-constructed informational texts.
EFL 3.4.8	Convey and organize information using facts and details in order to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.)
EFL 3.4.9	Make effective use of a range of digital tools to write, edit, revise and publish written work in a way that supports collaboration. (Example: add sound or images to a presentation, use an app to collaborate on a mind map, contribute to a class wiki, etc.)

(Educación, 2016)

As we can see, we will work with a pre intermediate level according to the common European Framework of references for languages (CEFR) in the writing skills of the language because grammar in context involves the correct development in each skill, especially in reading and writing. (Educación, 2016)

4.7. Validation of the Proposed Project Plan.

Class activities "THE DEVELOPMENT OF MULTIPLE INTELLIGENCES IN ORDER TO IMPROVE 7TH GRADE STUDENTS' WRITING SKILLS IN ENGLISH LANGUAGE"

SUPERVISOR INFORMATION

Name: Mariana Gutierrez

Profession: English Advisor

Occupation: English Advisor at Unidad Educativa Montessori

Address: Urdesa Central Calle 3ra# 426, entre Dátiles y las Monjas

Rating Scale	Very significant	Significant	Somehow Significant	Not that Significant	Not significant
Aspects		x			
Introduction		x			
Objectives	X				
Relevance	X				
Sequence	X				
Presentation	X				
Depth of study	X				
Language		x			
Comprehension	X				
Creativity	X				
Impact	X				

Coments_____

_____

NIVEL BÁSICO MEDIO
Lic. Douglas Yután

Mariana Gutierrez

Revisado:

English advisor at Unidad Educativa Montessori

CODIGO: NBM-003

Class activities "THE DEVELOPMENT OF MULTIPLE INTELLIGENCES IN ORDER TO IMPROVE 7TH GRADE STUDENTS' WRITING SKILLS IN ENGLISH LANGUAGE"

SUPERVISOR INFORMATION

Name: Lcdo. Javier de Mora
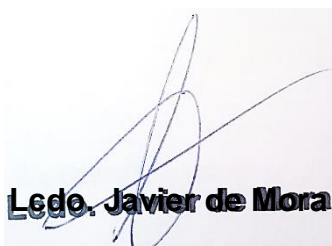
Profession: English Teacher

Occupation: English Teacher at Unidad Educativa Montessori

Address: Urdesa Central Calle 3ra# 426, entre Dátiles y las Monjas

Rating Scale	Very significant	Significant	Somehow Significant	Not that Significant	Not significant
Aspects	X				
Introduction	X				
Objectives	X				
Relevance	X				
Sequence	X				
Presentation	X				
Depth of study	X				
Language	X				
Comprehension	X				
Creativity	X				
Impact	X				

Coments_____

_____

Lcdo. Javier de Mora

English Teacher at Unidad Educativa Montessori

Class activities "THE DEVELOPMENT OF MULTIPLE INTELLIGENCES IN ORDER TO IMPROVE 7TH GRADE STUDENTS' WRITING SKILLS IN ENGLISH LANGUAGE"

SUPERVISOR INFORMATION

Name: German Manzo
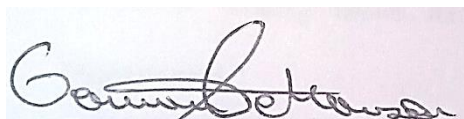
Profession: English Teacher - Bachillerato

Occupation: English Teacher at Unidad Educativa Montessori

Address: Urdesa Central Calle 3ra# 426, entre Dátiles y las Monjas

Rating Scale	Very significant	Significant	Somehow Significant	Not that Significant	Not significant
Aspects	X				
Introduction	X				
Objectives	X				
Relevance	X				
Sequence	X				
Presentation	X				
Depth of study	X				
Language	X				
Comprehension	X				
Creativity	X				
Impact	X				

Coments_____

_____

German Manzo

English Teacher at Unidad Educativa Montessori

CONCLUSIONS

In the wake of having broken down the fundamental mental and semantics hypotheses that impact English dialect instructing and having focused this exploration extend on the premise of Howard Gardner's hypothesis of various insights, the creator continued to apply distinctive research instruments to decide if an educational issue was to be found in the classrooms at Unidad Educativa Montessori. In the wake of applying distinctive research instruments as a pre-test a post-test, a review for educators and understudies, the issue could be characterized as " kids understudies at Unidad Educativa Montessori do not have the adequate written work ability in English" this drove the examination to analyze the pretest comes about and measure the rate of understudies who were having battles getting this aptitude.

The result of the pretest exhibited that the aspects observed by the researcher during a class observation were real, 5% students' demonstrated mastery in any of the standards assessed. Considering this situation, the author applied Multiple Intelligences as a technique to improve students' writing proficiency for 2 months and after that, a post-test was given to them again to validate they hypothesis: "The application of multiple intelligences has positive effects on students' writing skills in learning English Language at Unidad Educativa Montessori."

Once students took the post-test and the result were analyzed the author could validate her technique since a great improvement of students' skill was shown.

Percentages of students who demonstrate mastery Increased from 5% to 32% in the test assessed.

All of these give both, the author and the reader, the power to state that the application of the technique was successful and that all the aimed results were achieved.

RECOMMENDATIONS

Applying another method inside the classroom can challenge and alarming on occasion, significantly more when a lot of data about it can be found. Different Intelligences disregarding being a hypothesis which bring positive outcomes, is not outstanding by teacher yet. The utilization and use of this method could be characterized as basic and simple to try. The creator proposes the suggestion recorded underneath to be mulled over before the use of it.

Be Flexible

Some teachers tend to over control the class, they need to comprehend what can anyone do, and how. It is not terrible to arrange the lesson ahead of time and have material prepared, yet the way understudies are instructed ought to be founded on understudies' interests. As of now said in the past section, the present research extend has its premise on Multiple Intelligences hypothesis. Educator ought to be comfortable with the rationality proposed by Howard Gardner. As per it, there are 8 insights individuals can have qualities in and that educator ought to adjust their instructing to understudies' insights. Along these

lines, while applying Multiple Intelligences as a system, instructor ought to attempt to address each of his understudies' insights, adjusting the exercises to be performed by understudies as indicated by it. For instance; if understudies have qualities in their Kinesthetic Intelligence; TPR exercises ought to occur as pretend written work, melodies and narrating. Additionally, if their melodic insight is more grow, warm-ups or wrap-ups ought to incorporate written work mistake adjustment, talking messages, composing lyrics and postcards and so on.

Let students write comics, books.

Even when students cannot write perfectly, they can begin creating enthusiasm for composing which can be come to by composing funnies, diaries or short books. Having a particular range of the classroom composed only for distributed and empowered composition is critical. The place ought to be agreeable and appealing for youthful learners to visit and remain there for a few timeframes.

REFERENCE LIST

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APPENDIX
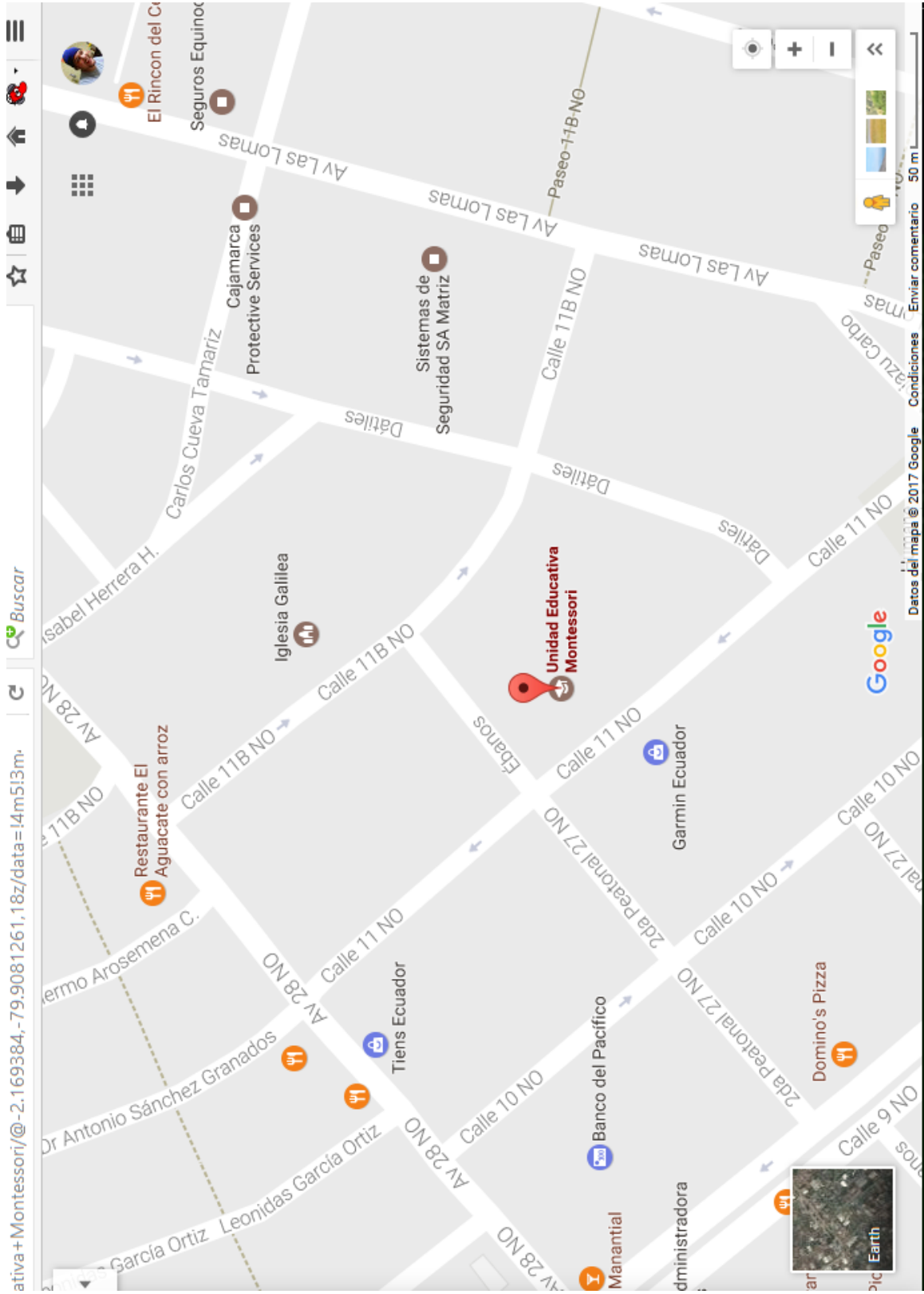
UNIVERSIDAD LAICA VICENTE ROCAFUERTE
School Year 2016 - 2017
CURRICULAR PEDAGOGICAL DIMENSION
LEARNING MANAGEMENT
ACADEMIC DEPARTMENT
SUBJECT: WRITING PRE-TEST

Teacher's name :	Mark: /10
Student's name:	Date:
Level:	Grade/Course:

GENERAL INSTRUCTIONS:

1. The test is subjective and objective and it is based on the content and activities conform to the content and activities that correspond to the programs of the previous year and according to the matching learning standards.
2. The test is personal and should be done individually.
3. Read each item carefully. Submit the test without stains or blots.

VOCABULARY

A. Read the text. Choose the right words and write them on the lines. (1 point each)

BUTTERFLIES

Butterflies _are_ beautiful insects. People enjoy looking at butterflies because of the lovely colours on 1 .... wings. In busy cities, it is difficult 2 .... butterflies to find a nice place to live, but we can plant a flower that butterflies 3 .... in our parks and gardens. At night, or 4 .... bad weather, butterflies hide under leaves or sleep in small spaces 5 .... rocks. Some butterflies 6 .... eat one kind of plant. This is called a 'food plant'. A butterfly's colours are 7 .... the same as its food plant, so it can hide well. This is important 8 .... animals like birds, bats and spiders eat butterflies. You can see 9 .... different kinds of butterflies at a butterfly farm. The butterfly farmer looks after butterflies there to show them to other people, and to sell them. Some butterflies are big but the 10 .... butterfly in the world looks like a fly.

Example	is	are	be
1	their	every	this
2	by	off	for
3	likes	liking	like
4	during	until	past
5	before	between	down
6	only	once	ever
7	often	next	soon
8	or	because	but
9	each	another	many

10   smallest   smaller   small

ORGANIZATION

B. Tom is talking to his Uncle Harry. What does Uncle Harry say? Read conversation and choose the best answer. Write a letter (A–H) for each answer. You do not need to use all the letters. There is one example. (1 point each)

Example
Tom: Uncle Harry, do you like being a fireman?
Uncle Harry: _____C_____

Questions
1 Tom: What are your friends at work like?
Uncle Harry: ....
2 Tom: Who drives the fire engine?
Uncle Harry: ....
3 Tom: How many days do you work each week?
Uncle Harry: ....
4 Tom: Do you prefer living at the fire station or at home?
Uncle Harry: ....
5 Tom: Can I come and visit you at the fire station?
Uncle Harry: ....

A   They are very nice, brave and strong.
B   We live at the fire station for four days every week, and we have to be ready to work all the time.
C   Yes I do. I love it. (example)
D   My friend Anna does that job.
E   Of course. Come one day next week.
F   You have a lot of friends.
G   I like being in my house best because your aunt and cousins are there.
H   I like Mondays best.

/ 5 marks

WRITING PROCESS

**D. Write a 150 words paragraph describing your last holiday. Inc
activities you did, how did you feel, who were with you sharing lovely
experiences and more details. Include main ideas and supporting ideas,
and a conclusion.**

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Writing Assessment Rubrics				
	EXCELLENT 1 pts	GOOD 0,75 pts	ALMOST 0,5 pts	NEEDS WORK 0,25 pts
Topic Sentence				
Content				
Organization				
Spelling				
Grammar & Punct./Capt.				

Writing Assessment Rubrics			
	EXCELLENT 4 pts	**GOOD 3 pts**	**ALMOST 2 pts**	
Topic Sentence	EXCELLENT Main topic is clearly stated in a complete opening sentence with correct sentence structure.	GOOD Main topic is stated in an opening sentence but sentence structure is not correct.	ALMOST Main topic is not clearly stated but sentence structure is correct.	Main topic is not clearly stated. Sentence structure is not correct.
Content	EXCELLENT Student has written at least 3 supporting details AND all sentences are on topic.	GOOD Student has written at least 3 supporting details BUT only 2 sentences are on topic.	ALMOST Student has written at least 3 supporting details BUT only 1 sentence is on topic.	NEEDS WORK Student has attempted to write supporting details BUT none are on topic.
Organization	EXCELLENT Paragraph has a topic sentence, detail sentences in a logical order, and a concluding sentence.	GOOD Paragraph is missing either the topic sentence or concluding sentence. Details are in a logical order.	ALMOST Paragraph is missing both topic sentence and concluding sentence. Details are in a logical order.	NEEDS WORK Paragraph is missing both topic and concluding sentences and the details are not in a logical order.
Spelling	EXCELLENT There are 0-2 spelling errors.	GOOD There are 3-4 spelling errors.	ALMOST There are 5-6 spelling errors.	NEEDS WORK There are more than 6 spelling errors.
Grammar & Punct./Capt.	EXCELLENT Paragraph has 0-2 errors in punctuation, capitalization, and noun-verb agreement.	GOOD Paragraph has 3-4 errors in punctuation, capitalization, and noun-verb agreement.	ALMOST Paragraph has 5-6 errors in punctuation, capitalization, and noun-verb agreement.	NEEDS WORK Paragraph has more than 6 errors in punctuation, capitalization, and noun-verb agreement.

STANDARD 2.1. Implement assessment strategies to guide students and teachers permanently, appropriate and precise and according to the corresponding learning standards.

UNIVERSIDAD LAICA VICENTE ROCAFUERTE
School Year 2016 - 2017
CURRICULAR PEDAGOGICAL DIMENSION
LEARNING MANAGEMENT
ACADEMIC DEPARTMENT
SUBJECT: WRITING POST-TEST

Teacher's name :	Mark: /10
Student's name:	Date:
Level:	Grade/Course:

GENERAL INSTRUCTIONS:
1. The test is subjective and objective and it is based on the content and activities conform to the content and activities that correspond to the programs of the previous year and according to the matching learning standards.
2. The test is personal and should be done individually.
3. Read each item carefully. Submit the test without stains or blots.

VOCABULARY

A. COMPLETE THE E-MAIL. WRITE ONE WORD FOR EACH SPACE. FOR QUESTIONS 1 - 10, WRITE YOUR WORDS IN THE ANSWER BOX. (1 point each)

Hello Camilo,

(**0**) _____***MY***_____ name is David. I (**1**) _____ from Canberra. (**2**) _____ is the capital of Australia. I (**13**) _____ 12 years old. My family is very nice. My grandma and my grandpa (**4**) _____ from Toronto. (**5**) _____ are Canadian. My dad is (**6**) _____ New York. He (**7**) _____ young. My mom is (**8**) _____ Canberra. (**19**) _____ is beautiful and young. (**10**) _____ is 40 years old.

Tell me about your family.

Write soon, David.

/ 5 marks

ORGANIZATION

B. ROBERT IS TALKING TO HIS FRIEND SARAH. WHAT DOES SARAH SAY? READ THE CONVERSATION AND CHOOSE THE BEST ANSWER. WRITE A LETTER (A–F) FOR EACH ANSWER. THERE IS ONE EXAMPLE. (1 point each)

Example
Robert: Are you enjoying the party, Sarah?
Sarah: _____ ***D*** _____.

Questions
1. Robert: Yes, but it's very loud!
Sarah: ....
2. Robert: The music is loud! Have you had any food yet?
Sarah: ....
3. Robert: I've had pizza and cake. Now I'm thirsty.
Sarah: ....
4. Robert: Would you like me to get you a drink?
Sarah: ....
5. Robert: I've danced already. I think I'll play a game.
Sarah: ....

A. I've eaten lots already. How about you?
B. No thank you. I'm not thirsty. I want to dance.
C. OK. See you later then.
D. Yes I am. Do you like the music?
E. Look! The waiter is bringing some drinks.
F. Pardon? I didn't hear what you said.

/ 5 marks

WRITING PROCESS

C. WRITE A SHORT TEXT ABOUT YOUR FAVOURITE TYPE OF TRANSPORT. ANSWER THE QUESTIONS. HOW OFTEN DO YOU USE IT? WHY DO YOU LIKE IT? WHAT PROBLEMS HAS IT GOT (IF ANY)? HOW COULD TRANSPORT BE BETTER IN THE TOWN/CITY WHERE YOU LIVE?

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Writing Assessment Rubrics				
	EXCELLENT 1 pts	**GOOD** 0,75 pts	**ALMOST** 0,5 pts	**NEEDS WORK** 0,25 pts
Content				
Organization				
Spelling				
Grammar & Punct./Capt.				

/5 marks

SCHOOL OF LANGUAGES: ENGLISH

SURVEY FOR STUDENTS

AGE: _____ COURSE: _____ DATE: _____

Answer the following questions about your writing habits. This survey is anonymous. That means no one will know who you are. The reason for this is to encourage you to be honest. Please answer all questions truthfully. There are no rights or wrong answers. Answering truthfully will help your teachers to help you become a better writer.

1. Which of the following skills do you like the best?

      A. Listening   B. Speaking   C. Reading   D. Writing

2. How difficult is writing for you?

      A. Easy   B. Normal   C. Difficult   D. Very difficult

3. How would you describe the content of the writing textbook?

      A. Very interesting   B. Interesting   C. Not Interesting

4. How much time do you spend on writing?

      A. 1 Hour   B. 2 hours   C. 3 hours   D. more than 3 hours

5. How often do you have to do writing homework at home?

      A. Once a week   B. Twice a week   C. More than three times a week.

6. What kind of problem do you face when you write?

      A. Vocabulary limitation   B. Grammar difficulties

      C. Lack of ideas   D. Topic inappropriateness

7. How often do you Brainstorm when you write?

      A. Always   B. Usually   C. Sometimes   D. Never

Thank you very much for taking your valuable time to complete this survey. Your opinion is greatly appreciated.

UNIVERSIDAD LAICA VICENTE ROCAFUERTE

SCHOOL OF LANGUAGES: ENGLISH

SURVEY FOR TEACHERS

AGE: _____ COURSE: _____ DATE: _____

Answer the following questions about your writing class. This survey is anonymous. That means no one will know who you are. The reason for this is to encourage you to be honest. Please answer all questions truthfully. There are no rights or wrong answers. Answering truthfully will help your students to become a better writer.

1. Where did you learn English?
   A. High School   B. University
   C. English Academy   D. English Speaking Country

2. How do you feel about the content of writing in textbook?
   A. Very interesting   B. Interesting
   C. Normal   D. Not interesting, pretty boring

3. Except for your textbook, what materials do you have for writing?
   A. Vocabulary or grammar books
   B. Books with advanced exercise for writing
   C. Books with the sample works
   D. Nothing

4. Do multiple intelligences have to do with my classroom?
   A. Always   B. Usually   C. Sometimes   D. Often   E. Never

5. Has multiple intelligences theory developed since it was introduced in 1983?
   A. Yes   B. No   C. I do not know

6. Can you apply multiple intelligences theory to help students learn better?
   A. Yes   B. No   C. I do not know

7. Do I apply multiple intelligences theory in my classroom?
   A. Always   B. Usually   C. Sometimes   D. Often   E. Never

8. Do I assess students' progress?
   A. Always   B. Usually   C. Sometimes   D. Often   E. Never

Thank you very much for taking your valuable time to complete this survey. Your opinion is greatly appreciated.

Appendix F - Completing crossword puzzles with vocabulary words.

Appendix G - Working in cooperative groups to design and complete projects.

Appendix H - Writing short stories in the classroom.

Appendix I - Acting out scenes from the students' story.

Appendix J - Making a scrapbook for their stories.

Appendix K –Classroom activities

Appendix K –Classroom activities

Appendix L –Classroom Observation Sheet

UNIDAD EDUCATIVA MONTESSORI

CLASSROOM OBSERVATION

Teacher's Name: _Andres Alarcon_ Course: _7th Year "B"_

Subject: _Writing_ School Year: _2016 - 2017_

Date of observation: _October 17th, 2017_
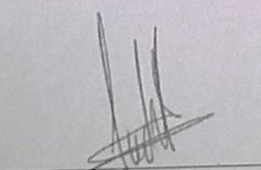
Evaluator: _Carlos Canas_

Chronological Description

1:15 • Class starts - Hands back last week's writing sessions
• The T ask the Ss to do their daily "Journal writing
• Ss are asked to pull out their workbooks and review the Hw questions with a partner
• Together as a class they answer the questions
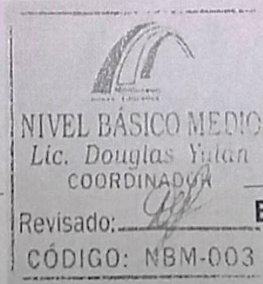• the T ask questions from the activities

2:30 The teacher gives them an activity from the workbook.
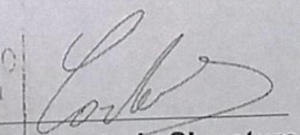The T picks a couple of students to come up to the board and write down answers

2:45 The T hand out the Hw.

Evaluator's comment:

There was a nice balance between teacher and students talk I had noticed that activities were monotonous so that make the class boring

NIVEL BÁSICO MEDIO
Lic. Douglas Yulan
COORDINADOR

Teacher Signature | Revisado: _____ | **Evaluator's Signature**

CÓDIGO: NBM-003

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO:
THE DEVELOPMENT OF MULTIPLE INTELLIGENCES IN ORDER TO IMPROVE 7TH GRADE STUDENTS' WRITING SKILLS IN ENGLISH LANGUAGE AT UNIDAD EDUCATIVA MONTESSORI, DURING SCHOOL YEAR 2016-2017.

AUTOR/ES: Carlos Cacao Santibañez, Elsa Guiracocha Conforme	TUTOR: Msc. Rosy Mendoza Cobeña
	REVISOR: Msc. Mario Fernando Mejía Alarcón

INSTITUCIÓN: Universidad Laica Vicente Rocafuerte de Guayaquil.	FACULTAD: Educación

CARRERA:
Ciencias de la Educación mención Inglés

FECHA DE PUBLICACIÓN:	No. DE PÁGS: 107

TÍTULO OBTENIDO:
Licenciado/a en Lengua Inglesa Mención en Enseñanza y Administración de Sistemas Educativos en TEFL.

ÁREAS TEMÁTICAS: Educación

PALABRAS CLAVE: Docente, Inteligencia múltiple, Adquisición del idioma inglés.

RESUMEN:
El desarrollo de habilidades de escritura en niños siempre ha sido una tarea difícil en casi todos los profesores de inglés de todo el mundo. El objetivo de este proyecto de investigación es demostrar que la aplicación de las Inteligencias Múltiples, como técnica, tiene impactos positivos en la adquisición de habilidades de escritura por parte de los estudiantes en inglés.

No. DE REGISTRO (en base de datos):	No. DE CLASIFICACIÓN:

DIRECCIÓN URL (tesis en la web):

ADJUNTO PDF:	☑ SI	☐ NO
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	E-mail: mvargasa@ulvr.edu.ec

Urkund Analysis Result

Sources included in the report:

9-03-16-1-ACTUALINTRO--CRIS EVELIN--PROJECT (1).docx (D18396068)
http://www.ascd.org/publications/books/102280/chapters/Literacy,-Multiple-Intelligences,-and-the-Brain.aspx
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Instances where selected sources appear:

13