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" ENHANCING ENGLISH LANGUAGE LEARNING THROUGH MULTIPLE INTELLIGENCES ACTIVITIES IN STUDENTS OF 6TH YEAR OF GENERAL BASIC EDUCATION AT UNIDAD EDUCATIVA ABARIS "

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ENHANCING ENGLISH LANGUAGE LEARNING THROUGH MULTIPLE INTELLIGENCES ACTIVITIES IN STUDENTS OF 6 TH YEAR OF GENERAL BASIC EDUCATION AT UNIDAD EDUCATIVA "ABARIS"

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ABSTRACT

This paper examines the application of Multiple Intelligences Theory (MI) through activities in students of elementary level. This research study is based on the concept developed by Howard Gardner which is centered on the importance of diversity understanding in today's classrooms and educational institutions, challenging the traditional view of intelligence. Based on this, we found the necessity to improve the performance of the students taking into consideration their most remarkable skills and develop the ones that are weak. This theory will help the students to increase their meaningful learning in the English subject. Gardner explains the presence of nine different types of intelligences which address the unique qualities and characteristics of individual learners. This view of Gardner's will guide us to apply the most appropriate activities in the classroom.

The research study was designed as a quantitative case study which involves descriptive methodology with a particular sample of 22 students and 4 teachers at Unidad Educativa "Abaris". The study collected data from multiple sources through: 1) Multiple Intelligence questionnaire, 2) worksheets, 3) Multiple Intelligences activities and 4) pre and posttest.

The purpose of this study was to identify the Multiple Intelligences of each learner and to develop activities that enhanced the meaningful language learning in students of 6[th]year of Basic education. Although studies reported that multiple intelligences theory is important and it affects teaching and students´ learning positively, this project revealed that eight intelligences were not obtained in the same balance and some of them were stronger than others in the students according to their capabilities and talents.

The results of the study showed that interpersonal and naturalistic intelligences were the most predominant intelligences followed by spatial intelligence, Bodily/kinesthetic, intrapersonal and musical in much lower ratios. Logical/mathematical and verbal/linguistic were not found in any percentage. The outcomes were useful to identify and develop the multiple intelligences in order to reach a high level of English performance in the students.

Keywords: Howard Gardner, Multiple Intelligences Theory, Multiple Intelligences activities, Bodily-kinesthetic intelligence, interpersonal intelligence; intrapersonal intelligence; logical intelligences; multiple intelligences; musical intelligence, naturalist intelligence; spatial intelligence; verbal intelligence, multiple intelligences, constructivism.

DEDICATION

This thesis is dedicated to our parents; to our beloved mothers, who always give us unconditional love, support, and taught us that the best kind of knowledge is learned for its own sake. To our beloved fathers, we appreciate everything they had done for us. It is also dedicated to our families, who taught us that even the largest task can be accomplished if it is done one step at a time. Thank you for believing in us!

<div align="right">Tania & Carolina</div>

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1. INTRODUCTION

This chapter presents background of the study, statement of the problem, objectives: broad and specific, significance of the study, scope and limitations, research questions, hypothesis as well as indicators and variables.

1.1 BACKGROUND OF THE PROBLEM AND STATEMENT OF THE PROBLEM

BACKGROUND OF THE PROBLEM

Education is the process of helping the individual to adjust to the changing world. Traditional theories of learning based their studies on the intelligence as a whole and insist that people can learn through certain ways already established without considering their abilities. According to Legg and Hutter (2007) the definition of intelligence converges toward the idea that "Intelligence measures an agent's ability to achieve goals in a wide range of environments". People can learn by using their capacities to acquire knowledge; but before this, they have to know how to use them in order to develop their skills and get a good performance in their daily lives.

Language learning is understood to be cultural in two ways. First, culture embeds within itself integrated patterns of knowledge, belief, and action, which are expressed and realized through the language acquired by individuals. "Culture, then, though man-made itself, both forms and makes possible the workings of a distinctly human mind. On this view, learning and thinking are always situated in a cultural setting and always dependent

upon the utilization of cultural resources" (Bruner, 1996, p. 4). Language is both a tool and a shaper of cultural patterns and the mind. Thus a child's learning progresses from the outside in, from society to the individual, through a process of dialogue using language, the ultimate social tool (Vygotsky, 2004). According to Vygotsky, over time and through dialogue, the child's mental processes become ordered and logical and develop into higher forms of thought such as reflection. Children are thus shaped by their history and society through language, but are then able to free themselves from it by the tool of language.

The role of the teacher in this model is to engage the student in continual and increasingly more complex dialogues in order to expand his or her learning in Vygotsky's zone of proximal development. Second, culture is the foundation of cognitive tools and of learning, but it is not understood to be a closed system. Quite the opposite: culture is fluid, organic, and ever-changing as it integrates new elements and repudiates others: "culture … is … dynamic; multifaceted; embedded in context; influenced by social, economic, and political factors; created and socially constructed; learned; and dialectical" (Nieto, 2002, p. 11).

Consequently, learning a second language deepens understanding of the students' first culture and of other cultures, which is why classrooms should include students of varied cultural backgrounds. As language is a tool and a product of culture socialized into the mind, new language-learning (embedded in its culture) reshapes students' understandings of their own cultures and of their own minds, helping them to grow to new understandings of life. Perhaps this is why those who speak two languages have been shown through research to have brains that age better than the brains of those who speak only one language (Bialystok, 2007). Learning another language restructures (and thus broadens) the mind through the formation of new meaning; second-language learning draws on and then further refines and develops (or adds new) kinds of understanding and

their associated tools. Teaching students of multiple cultures together is challenging but enriching for all.

Learning is as much, a function of a person's emotional response to a learning environment as it is to the instructional method or classroom (Flood, 2003). Through the years learning theories view intellectual intelligence and emotion as polar opposites (O'Regan, 2003 &Imel, 2003) despite the fact that "…effective learning is much more a function of the emotional response to a learning environment than the techniques and structures on which it is based" (Flood, 2003). People differ in their emotional responses to situations. Adult learners in particular have a need to be emotionally comfortable with the learning situation for learning to take place (Draves, 2000). While children should be anchored on the four pillars of education – i.e. learning to know, learning to do, learning to live together, and learning to be (Cheung, 2003a, 2003b). Specifically, children develop languages, perception (including the natural, spatial and musical) and thinking (including logical-mathematical) abilities. Attention is paid on children's health (especially bodily-kinesthetic aspects) to train them to be fit for play and study. If we want to support our students in the behavior and academically, it begins with meeting their needs and developing lessons with a variety of different intelligences; but teachers can hope to better meet the needs of many more students through one method alone.

Nowadays, it is important for teachers to focus their classes taking into consideration the needs of every student inside the classroom, so they can acquire significant English knowledge to develop high proficiency in language skills. In order to fulfill this expectation, teachers need to implement personalized learning in their classes; this is a system in which teachers pay careful attention to every child matter; that is to pay attention to each individual learning styles, motivations and needs, as well as well-paced and enjoyable lessons (Miliband, 2004).

However, this is not an easy task for educators because there is no one set of teaching strategies that will work best for all students all the time; it involves the update of teachers' strategies according to the circumstances and experiences gotten in the field of education. For example, daily teachers who want to overcome with different kind of students learning, they observe their students' behaviors during classes and how well they perform an activity or how difficult they find it. This is well explained by Cheung (2003a) who says that children are initiated to engage in self-reflection and behave appropriately in accordance with norms and expectations. They cultivate good habits, are able to protect themselves, and learn to steer their own life journeys with confidence and responsibility. Knowledge of Theory of Multiple Intelligences is envisaged as essential to guide structuring learning experiences along trajectories of child development. In this way students and teachers feel more comfortable in the process of learning because students get the purpose of the class using what they have learned in daily situations, and teachers sense of teaching improve because of the students good reception.

At "Unidad Educativa Abaris", students of 6th year of general basic education were observed during the current school year. The classroom observations indicated that during the class explanation some students learned faster than others. In addition, when students were assigned an activity various students finished or completed it in a short time, and others took longer to complete it. Despite Gardner's fluency with the work of Jean Piaget and Erik Erikson, it may well be that Gardner's interest in intelligence in the adult—essentially in measuring the end state of intelligence, not its development—directed his thinking away from play, because play, of course, is primarily associated with children.

Furthermore, it is important that children have an early idea of where their life journey is heading, and that they are not alone but accompanied by their parents, teachers and peers, so through collaboration, children engage in knowledge construction and

cooperative learning. So, the use of Gardner's Multiple Intelligences theory implies that educators should recognize and teach to a broader range of talents and skills. This is in great contrast to traditional education systems which typically place a strong emphasis on the development and use of verbal and mathematical intelligences (Lazear, 1992).

Saban compared the traditional and contemporary intelligences in the following table 1 (Saban, 2001).

Table 1 Comparing the traditional and Contemporary Intelligences	
Traditional Intelligence Understanding	**Contemporary Intelligence Understanding**
• Intelligence is constant. • Intelligence can be measured in quantity. • There is 'one' intelligence in general. • Intelligence is measured by isolating it from real life. • Intelligence is used to classify students and predict their possible success.	• Intelligence can be developed. • Intelligence is not estimated with numerical values displayed in any performance or problem-solving. • Intelligence is measured in real life situations. • Intelligence is used to understand the potential strengths of individuals and the areas that they will be successful.

We consider that Gardner's theory of Multiple Intelligences emphasizes the abilities and students' talents. Also, this theory acknowledges that while all students may not be verbally or mathematically gifted, children may have an expertise in other areas, such as music, spatial relations, or interpersonal knowledge. As a result, students will succeed in their classroom participation (Lazear, 1992).For example: students in this school have different ways of learning; some of them prefer to learn by interacting with others. There

are other students that are good at drawing, so they find the class interesting when we bring attractive visual aids. Others really enjoy spending lots of time outdoors.

Through class observation, we have identified that after the application of the same kind of activities not all the students enjoyed or felt interested in the class. What is more, not all of them learn or reach the objective of the lesson, thus creating problems such as lack of attention, misbehavior, and low grades during the learning process. For that reason, we implemented the theory of multiple intelligences by Howard Gardner to apply several exercises in which students can make use of their abilities to reach educational success.

Few studies have provided empirical data to support the notion that such strategies actually enhance student performance outcomes. Furthermore, according to Hoerr (2004), the data suggesting that multiple intelligence instructional strategies are more beneficial to urban student academic performance than traditional classroom instructional strategies.

STATEMENT OF THE PROBLEM

Gardner (1983) believes that human beings have eight distinct intellectual potentials which operate together in coping with the world. These potentials are "abilities that work together to solve problems or create products" (p.7). All human beings have all of the intelligences but they all differ in their intelligence profiles that they have by birth (Gardner, 1993).

Will the application of multiple intelligences theory of Howard Gardner enhance English language learning in students of 6th year of general basic education at Unidad Educativa "Abaris" located in Guayaquil, Ecuador?

1.2 OBJECTIVES: BROAD AND SPECIFIC

BROAD OBJECTIVE

To enhance English language learning in students of 6th year of general basic education at Unidad Educativa "Abaris"

SPECIFIC OBJECTIVES

1.   To define the students' strengths and types of intelligences they have.

2.   To determine what the most appropriate activities are according to the type of intelligence of each student.

3.   To apply the multiple intelligences activities to verify the performance of the students.

1.3 JUSTIFICATION OF THE STUDY

Lately, researchers have studied and observed the individuals' behaviors and their mental structures to get ideas of what intelligence is about (Bumin, 2002).

In 1921, experts were interviewed by writers of Journal of Educational Psychology about what intelligence was, and two of their answers were:

1. Intelligence: the capacity to continue abstract thinking.

2. Intelligence: the capacity to gain knowledge.

However, their answers did not coincide between each other (Oklan, 2000). On the other hand, Gardner has defined intelligence as "an ability or set of abilities that permit an individual to solve problems or fashion products that are of consequence in a particular cultural setting" (Ramos-Ford & Gardner, 1997). His theory has been highly influential, especially among educators who deal with students' abilities and different ways of learning daily (White, 2008).

As teachers, we consider extremely important to identify students' intelligences during the classes and develop them through the use of activities based on the multiple intelligences of Gardner to enhance their language learning. As a result of this, we expect that after the application of the multiple intelligences activities we will obtain results in the students' performance, such as the construction of knowledge and meaningful learning. Furthermore, we will encourage students' participation, giving them appropriate feedback in class, and eventually get better results in their evaluations. However, based on Gardner's theory, intelligence becomes more than a score received on the typical paper and pencil tests administered in schools. These tests do not measure the unique talents of an athlete, musician, artist, or chess player. Gardner (1999) orates that these individuals exhibit intelligences that cannot be measured by these standardized tests.

For many reasons mentioned before, this study will help to integrate the multiple intelligences activities and other pedagogic tools to find a meaningful and useful way to better address the needs of students. This research study will improve the acquisition and reinforcement of the English language.

The beneficiaries are all the members of the educational community; especially teachers who can attest how students will improve their work and academic level of English.

According to Köksal (2007) "The Multiple intelligences theory -based activities have been providing multiple approaches for individuals so that they may have opportunities for getting knowledge through ways that are sufficient for them". This part is best finished by a sentence from the 17th century poet, Thomas Trahern: "all men see the same objects, but do not understand them; Intelligence is the tongue that discerns and tastes them" (p.232).

In conclusion, this research project is feasible to implement it because it includes texts, internet information, and students' collaboration, teachers, as well as the willingness of the researchers to conclude and give the best solutions to this work. It should be

emphasized that it is the first time that the institution is carrying out an innovative project such as the present work.

1.4 SCOPE AND LIMITATIONS OF THE STUDY

In the context of the educational system where English language reaches a great importance in all areas, we decided to conduct this research in the students of 6th year of general basic education at Unidad Educativa "Abaris" located in Guayaquil City, Guayas Province. This research project is an exploratory study that will help us to determine or diagnose the multiple intelligences that students have developed in the learning process. It had the financial, human, and time support of the institution to perform the research. In addition, they also gave us the facility to use their resources to carry out the project. Despite all these facilities, some limitations were presented, however, at the moment of performing this research study. For example, time consumed in this project was more than the time we expected to do the research. One more limitation was the number of students; it was too small to separate it into experimental and control group; so it was not possible to make a comparison between the group that was exposed to the conditions of the experiment and the group that was not. All things considered, we did the necessary arrangements to perform the process of this project in the proper way.

2. LITERATURE REVIEW

This chapter presents literature review regarding to the construct of intelligence in general, and the development of Multiple Intelligences Theory specifically. It also reviews literature on the application of Multiple Intelligences Theory in education and English Language learning, as well as Constructivism. Related studies on materials of evaluation in terms of Multiple Intelligences Theory are reviewed.

2.1 INTRODUCTION

The Multiple Intelligences (MI) Theory, which was first articulated in1983 by Howard Gardner in his seminal book *Frames of Mind*, stands on the shoulders of the previous theorists J. P. Guilford and L.L. Thurstone, as well as the contemporary theorists like R. Sternberg and D. Goleman, all of whom reject the unitary concept of intelligence while emphasizing the multiple nature of our brain capacity. Gardner (1993) defines intelligence as a person's ability to solve problems, or create products that are valued within one or more cultural settings. With this definition, Gardner, at the same time, calls attention to the social and cultural context of intelligence (Eris, 2008).

The theory of multiple intelligences in a general sense proposes that humans achieve understanding through a wide range of abilities. It says that students learn from a different method, according to their talents in a deeper level. We use the multiple intelligences theory in our research because humans are born with different types of intelligences that exist independently of each other (Marchetti, 2013).

As we noticed, in the school where we carried out the research, many students did not feel interested in the subject, they got bored easily, and they did have lack of attention instead. Those problems found, interfered in the process of learning. But, by applying

Gardner's theory of Multiple Intelligence we realized it gave us a new and fresh view on how kids would learn taking into account their interests and get on best with the subject being taught for us during the school year.

Smith cited Howard Gardner who explained that he initially formulated a list of seven intelligences. His listing was provisional. The first two, linguistic and logical mathematical intelligences, have been typically valued in schools; the next three are usually associated with the arts; and the final two are what Howard Gardner called 'personal intelligences'. Subsequent research and reflection by Howard Gardner and his colleagues has looked to three particular possibilities: a naturalist intelligence, a spiritual intelligence and an existential intelligence. He has concluded that the first of these 'merits addition to the list of the original seven intelligences'.

The nine intelligences are: linguistic intelligence, logical-mathematical, musical intelligence, bodily-kinesthetic intelligence, spatial intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence and existential intelligence. In the next paragraph there is a brief explanation of each of them.

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

Logical-mathematical intelligence consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. In Howard Gardner's words, it entails the ability to detect patterns, reason deductively and think

logically. This intelligence is most often associated with scientific and mathematical thinking.

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

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

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

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

The theory of Multiple Intelligences provides a theoretical foundation for recognizing and acknowledging the unique talents and strengths of minority students in urban communities. This theory concedes that while all students may not be gifted in verbal or mathematical skills, they may be gifted in other areas, such as music, rhythm, art, spatial relations, or interpersonal knowledge.

During our stay in school, we got to know the type of intelligences our students have got with simple statements through a questionnaire that we devised. At first sight they may have been seen by kids like a game because it seemed as if it was the first time that someone tried to find out what they liked the most and what they disliked, we could clearly notice preferences and affinities to certain abilities towards learning which would help us to develop our goal throughout the process we were into. We always have to keep in mind that we have to help our kids to create an inventive, innovative, and creative mind,

realizing that nowadays the world revolves around competency, the use of a moral mind, the awareness of a world weather changes and so on.

Marian Diamond (1988), a neuropsychologist at the University of California-Berkeley discovered that the human brain can change and improve with use. Diamond's theory of the "Plasticity of the Brain" implies that: environmental conditions, interpersonal stimulation, and the way in which individuals think and behave actually change the body, brain, and intelligence. Furthermore, Gardner's theory will afford opportunities for students to learn in these modes and will allow a broader spectrum of students to succeed in classroom learning.

2.2 THEORETICAL REVIEW

MULTIPLE INTELLIGENCES OF GARDNER

Ever since Gardner came up with the idea of the different kinds of Multiple Intelligences which can serve as a useful way for a learner to get a full understanding of what is being taught in the classroom, Theorist have risen up with discussions and many ways to show about the positive effects it causes on pupils' learning while using Howard's theory.

The application of this theory in our study helped us to know how effective this theory was in the place we were working, that is to say, we did not have to take 22 different types of activities per student each day because we already had certain pieces of information related to what one group of kids enjoy while being in class on one day, and we reinforced it with a different type of activities what the other group of kids liked on the following day. By doing these two different activities, we came to the conclusion that kids tried to speak using few words because of their lack of vocabulary but they were eager to raise hands, ready to participate, and poised to learn for they felt they had a saying in class.

Unconsciously, they knew what tense was to be used during the class; therefore, also unconsciously a topic was introduced to them.

According to Hopper and Hurry, Multiple Intelligence Theory should be accepted as an instructional approach for three reasons: It (I) causes full awareness in students about the learning activities undertaken by teachers in the classroom. It (II) puts increased emphasis on individual learning processes. It (III) stimulates the active learning process. Similarly, according to Saban (2001), the Multiple Intelligences theory should be accepted as an instructional philosophy for four reasons: It (I) views each child as an individual full of different potentials. It (II) offers teachers a new pedagogical approach in terms of how their teaching should be carried out. It (III) supports cooperation among all teachers in schools. It (IV) makes students aware of their own ways of learning.

All in all, to introduce this theory in our study, it is necessary to recognize the most remarkable intelligences of our students; but above all, we, as teachers, ought to have the need to identify what intelligence should be useful and helpful in the environment we are getting on with our students.

So, what really is intelligence? Some people say that intelligence is no other thing than the ability to understand the complex ideas from the world that help us to adapt to the environment. Others define intelligence in terms of traits considered odd, obedience, good listening skills, or moral fiber. And some cultures do not even have a concept called intelligence.

Now going beyond the activities, done by theorists, to show the effectiveness of realizing the strengths of students at an early stage while learning, it is necessary to point out the concept given by the originator of multiple intelligences theory, Howard Gardner, in which intelligence can be defined in three ways: (i) a property of all human beings; (ii) a dimension on which human beings differ; and (iii) the ways in which one carries out a task

in virtue of one's goals (Gardner, 2011a, p. ix). Furthermore, Gardner believes that the solid basis for multiple intelligences (MI) theory lies in bio-psychological potentials that range across cultural contexts. Joyce A. McClellan cited Howard Gardner who said that Multiple Intelligence theory pluralizes the traditional concept of intelligence.

Multiple Intelligences is the ability to solve problems or devise products that are of significance in a particular cultural setting (Gardner, 1993, p. 15). The problem solving skill allows one to approach a situation that requires a goal to be met and locate the appropriate route to that goal (p. 16). Gardner's view indicates that after identifying what intelligence is, it is necessary to relate intelligence with the talents that people possess in order to perform fruitful activities in different ways. Recent research has proposed talents as the basis for acquiring and maintaining nine multiple intelligences such as language and communication, mathematical and logical, construction and spatial design, physical and sport activity, musical and rhythmic, social and leadership, self-awareness, nature and environmental, and spiritual and religious (Bowles, 2004).

As we selected Gardner as the main reference in our project, he also mentioned something about talents. He defined them as the behavioral representations or a discrete set of indicators about competence and intelligence in line with the theory of Multiple Intelligences (Gardner, 1999). Thus, while the Multiple Intelligences are cognitive functions, the talents are the behaviors that indicate performance in intelligent activity. There are nine independent talents that are used in this research and represent all of the multiple intelligences described in the literature except Existential Intelligence because it was considered too difficult to operationalize (Gardner, 1999; 2000). Gardner originally defined seven intelligences related with talents. After that, he found two further talents of nature - environmental and spiritual - religious. The nine talents and Multiple Intelligences are presented in Table 2.

The following table 2 according to PhD Terry Bowles shows the nine talents in relation to the Multiple Intelligences.

Table 2 Definition of Nine Talents in Relation to Multiple Intelligences		
Talent	Gardner's MI Nomenclature	Stem Operationalizing the Talent
1) Language and Communication	Linguistic	Communicating ideas, discussing, creative & other writing, reading, acting, telling jokes, playing with language or word games.
2) Mathematical and Logical	Logical and Mathematical	Recognizing patterns and relationships, 'cracking' codes, solving problems and number patterns or calculating complex problems.
3) Construction and Spatial Design	Visual and Spatial	Making models, drawing, imagining how to build things, reading maps, working with wood, other material or construction sets.
4) Physical and Sport Activity	Bodily-kinesthetic	A Sport/s, exercise, aerobics, physical training, creative movement, dance, acting, miming or other physical activities.
5) Musical and Rhythmic	Musical and Rhythmic	Music, listening for relaxation or pleasure, rhythm patterns, music playing, performing, reproducing rhythm or pitch by singing or playing.
6) Social and Leadership	Interpersonal Intelligence	Group activities, clubs, cooperative tasks, being with others, community service activities, being responsible or being a leader.
7) Self-awareness	Intrapersonal Intelligence	Finding out about your own feelings and thoughts, focusing on your own behavior and the behavior of others, spending time by yourself, thinking about thinking.
8) Nature and Environmental	Naturalistic Intelligence	Looking after nature, being in nature, visiting places where animals live, finding out about the connections between environments and animals.
9) Spiritual and Religious	Existential Intelligence	Being aware of a spiritual self and world, involvement in different religious activities and tasks, being involved in spiritual celebrations and rites.

Bowles, T. (2004)

The talents mentioned above were defined as intelligences by Howard Gardner. Those intelligences can be used in the field of education through activities as an approach to improve the process of learning. As cited by Bowles, Gardner (1999) carefully differentiates between intelligence and learning or working styles by describing a style as "a general approach that an individual can apply equally to an indefinite range of content" (pp. 83-84). Gardner's definition of learning or working styles is equivalent to the definition of an Approach to Learning as proposed by Bowles (2004). Approaches to Learning are the ways that people acquire and maintain their intelligence while talents are the ways in which intelligence is expressed (Bowles, 2004).

We can also make our classes effective basing the theme with real and current facts. This is the main goal of our study, to get to know our students' potential and make them become related with the most grabbing activities in which students can make use of their likes to succeed through the learning process. Then it was when we made use of the Approach to Learning theory because we made our students acquire and maintain their knowledge in a fruitful way.

The definition of seven separate approaches to learning emerged from the statements of respondents. These statements were Effort, Understanding, Interest, Natural Ability, Performance, Pre-occupation, and Ease. A summary of the association between the talents and approaches to learning (Bowles, 2004) showed that Effort, Understanding, and Interest were the three most frequently nominated Approaches to learning describing the acquisition and maintenance of Multiple Intelligences. Also, this researcher gave some examples of them; effort was the most frequently associated approach to learning with a match to eight of nine talents, in particular, with Language and Communication, Mathematical and Logical, Physical and Sport Activity, and Musical and Rhythmic talents.

Understanding was associated with Self-awareness and Spiritual and Religious talent. Interest was most associated with Nature and the Environment.

Gardner (1999) maintains that it is important to ascertain the empirical linkages between learning or working styles and their association with specific intelligences. There are two main challenges facing Multiple Intelligences according to Shearer. The first challenge is linking Multiple Intelligences with a valid representation of the mind/brain. The second challenge is demonstrating how effective Multiple Intelligences are in improving educational outcomes, learning and personal achievement which is the main purpose of our project. (Shearer, 2004).

In addition, Gardner bases the Multiple Intelligences theory on three foundational principles: (a) individuals are not the same; (b) people do not all have the same kinds of minds; and (c) education becomes more effective if these individual differences are considered (Gardner, 1999). It is the existence of the individual differences that started Gardner on his path of developing the theoretical bases of Multiple Intelligences. He believed that his task was to envision forms of education and modes of assessment that would have a firm root in current scientific understanding and that contributes to enlightened educational goals (Gardner, 1993, p. 163).

Many educators have begun to recognize that students have unique differences and would like to modify teaching methods to include Multiple Intelligences. However, for educators to apply various teaching methods for the various Multiple Intelligences, they must have a valid and reliable way to identify their Multiple Intelligences. In education, Gardner's Multiple Intelligences theory (1993, 1997) is not strictly about 'learning styles', instead, Gardner suggests seven intelligences possessed in differing degrees by individuals, implying a multitude of ways to introduce a concept to learners. The theory rejects traditional educational focus on logical-mathematical and linguistic skills and suggests that

all students are intelligent in different ways, so they should be taught through an inclusive curriculum. The intelligences proposed by Gardner include linguistic intelligence and logical-mathematical intelligence, which he identified as the conventional 'academic intelligences'. Others include bodily-kinesthetic intelligence, musical intelligence, naturalistic intelligence and spatial intelligence, and the personal intelligences (interpersonal and intrapersonal intelligence). In educational application, Gardner suggests that individual intelligences and the skills needed for learning about an identified topic should be assessed.

The educational program should be then made as specific as possible to each individual (Gardner, 1993). This should be done by matching teaching to learning style and approaching a new topic in at least five different ways so that all learners can access the information (Gardner, 1991). Furthermore, this theory provides opportunities for personalized learning. Gardner admits that, originally, he did not aim at applying his theory in a classroom because of the difficulty it has but at applying it to individuals (Gardner, 1993). It is not necessary to design every lesson in many different ways, just to create experiences that different students can access (Moran, Kornhaber & Gardner, 2006). This means including activities and entry points that relate to a variety of intelligences throughout a topic. These nine intelligences are the ones on which many scholars agree (Armstrong, 1993; Gardner, 2005).

In the following table 3 we can notice the description of the nine intelligences of Howard Gardner.

Table 3 Multiple Intelligences of Howard Gardner	
Verbal /Linguistic intelligence (VI)	It deals with the capacity of the affective use of words in both writing and oral conversation through the four skills: listening, speaking, reading, and writing. Another definition is provided by Brualdi as "it involves a mastery of the language" (1996).Writers, novelists, teachers, politicians, novelists, comedians, and poets are known to be of high VI.
Logical/Mathematical intelligence (LM)	It refers to the capacity to work with numbers, recognize patterns and work with abstract symbols, shapes, functions. It deals with both inductive and deductive reasoning and logical thinking. This intelligence is highly dominant in scientists, computer programmers, accountants and mathematicians.
Spatial/Visual Intelligence (SV)	It involves "the ability to perceive visual-spatial world accurately" (Armstrong, 1994, p.2). It concerns all the aspects dealing with space namely drawing, painting, architecture, navigation, visual arts, etc. This intelligence can be seen in such people as artists, interior decorators, and inventors.
Bodily/Kinesthetic intelligence (BK)	It is the ability to use one's body to express emotions and ideas. It includes "physical skills such as coordination, dexterity, strength, flexibility, and speed." (Armstrong, 1994, p.2).Actors, dancers, athletes, and acrobats are good at BK.
Musical Intelligence (M)	It concerns being sensitive to rhythm, pitch, beat, tonal pattern and melody and to have an ear for music. It involves people such as composers, musicians, dance bands, and music teachers.
Interpersonal Intelligence (IR)	It involves being extroverted in the community of others while showing pity to other's feelings, beliefs and emotions. Teachers, politicians, counselors, coaches, directors, salespeople, team leaders and supervisors are good at IR.
Intrapersonal Intelligence (IA)	As Brualdi (1996) puts it, is the ability to distinguish and identify various personal thoughts and feelings and to use them to understand one's own behavior. Psychiatrists, philosophers, and cognitive pattern researchers are of high IA.
Naturalist Intelligence (N)	It involves sensitivity to nature and the natural phenomena as well as the ability to classify the living organisms and species. It involves people such as biologists, veterinarians, environmentalists as well as the geologists.
Existential Intelligence (E)	It is the capacity to locate oneself with respect to such existential features of the human condition as the significance of life, the meaning of death, the ultimate fate of the physical and the psychological worlds, and such profound experiences as love of another person or total immersion in a work of art (p.60)

Armstrong (1994) believed that each person possesses all the intelligences but to different portions. For example, while a person may be of high naturalistic intelligence, he may, at the same time, enjoy low level of mathematical intelligence. Nevertheless, each person is able to enhance some or all the intelligences simultaneously while going through training. And the fact that all the intelligences can work together in intricate ways should not be ignored.

When Gardner introduced this theory in which he mentioned the intelligences, he suggested that each individual possesses at least seven such relatively independent mental abilities or intelligences. It gives special significance to Howard Gardner's theory of multiple intelligences, which claims that all seven of his original intelligences, as well as his eighth, have physiological locations in the brain (Gardner, 1983). Another researcher, Connell says that most people have a range of strong, moderate, and less-developed multiple intelligences.

Surveys and observations have found that most teachers typically use only some of the nine MI's in their classrooms—and the ones that they use most often usually constitute their strongest intelligences. But, Gardner (1983) notes that it is not necessary to use all nine Intelligences in each lesson; and a good global goal for teachers if it is to apply all Intelligences during the course of the day. There was a need to apply a variety of activities in reference with Gardner's point of view; however, the activities selected to put on in classes were specifically related with the most remarkable strengths of students, of course, not all the activities were to be applied in one lesson but they were used along the days.

There is a new study; Armstrong finds multiple intelligences extremely integral to the learning process in any environment because he argues that whatever we teach and learn can be connected to the different intelligences as seen in Table 4 below.

Table 4 Multiple Intelligences in the Teaching-Learning Rectangle
• Words (linguistic intelligence)   • Numbers or logic (logical-mathematical intelligence)   • Pictures (spatial intelligence)   • Music (musical intelligence)   • Self-reflection (intrapersonal intelligence)   • Physical experience (bodily-kinesthetic intelligence)   • Social experience (interpersonal intelligence)   • Experience in the natural world (naturalist intelligence)

Armstrong, T. (2011), Multiple Intelligences

As Multiple Intelligence is based on different ways of learning, we can say that people learn better by using activities according to their strengths and weaknesses. For a well understanding of the Multiple Intelligences theory the activities below can be used as examples of how to address this theory (MI) in teaching. This is a thorough review of different sources (Berman, 1998; Brougher, 1997; Campbell, Campbell and Dickinson, 1996/1999; Checkley, 1997; Christison, 1996; Govendo and Gibson, 2000; Soares, 2000) regarding the practical applications of MI Theory in language classrooms:

Activities catering for logical-mathematical intelligence: Crossword, ordering, matching, categorizing and classifying, science demonstration and experiments, logic puzzles and games, story problems with numbers, logical/sequential presentation of subject matter, summarizing, analyzing grammar, solving word problems, creating categories for spelling/vocabulary, organizing information with Venn diagrams,

determining cause and effect, sequencing events in a story, designing and conducting an experiment, critical thinking, science combinations, mental calculations, guided discovery, comparing, phrasal verb grids, sequencing/ordering, predicting, identifying errors, inferring, giving reasons and defending them, examining pairs to choose the correct answer (grammar/vocabulary exercises), identifying main ideas/components/attributes, describing patterns of the causally related event sequences in stories.

Activities catering for linguistic intelligences: Note-taking, listening to lectures/stories, reading books/response journals, reading with a partner, storytelling, debates, tape recording, teacher reading to students, translating, presenting materials orally, writing a poem, myth, legend, short play, news article, creating a talk show radio program, conducting an interview, composition, literature, word games, poetry, writing, speaking, using language in games, puzzles and creative activities, group discussions, completing worksheets, giving presentations, word building games, memorizing, exercising four skills, completing worksheets, yes/no questions, asking questions, identifying various themes, round table discussion, answering comprehension questions.

Activities catering for spatial intelligence: Using charts, clusters, videos, slide, movies, using art, graphic organizers, illustrating stories, using drawings to express ideas and feelings, making maps, sequencing sentences to form a coherent story, creating a slideshow, videotape or photo album, inventing a board or card game to demonstrate, illustrate, sketch, art activities, imagination games, geometric figures, visualization, problem solving, communicating visually, enjoying creative puzzles, maps, designs, 3-D models and graphic representations, mind maps, visualizations, diagrams, TV, interpreting visual information, photographs, art work, drawing, creating visual summary, painting, flow charts, card games, visual outlines.

Activities catering for bodily-kinesthetic intelligence: Hands-on activities, role-plays, Total Physical Response, field experiences, creating a movement or a sequence of movements to explain, making task or puzzle cards, building or constructing, art forms, movements, drama, sports, manipulative, object coordination, dancing, crafts, miming, circle dancing, brain gym, relaxation exercises, craftwork, using computers, acting, classroom games, simulations, find someone who… game, circulating round the classroom.

Activities addressing to interpersonal intelligence: Pair work or peer teaching, board games, group brainstorming, group problem solving, project work, pen pals, writing group stories, playing vocabulary games, peer editing, intercultural awareness, conducting a meeting, using social skills to learn about, participating in a service project, teaching someone about, practice giving and receiving feedback on, using technology to, tutoring, cooperative learning, role playing, collective writing, information-gap activities, conducting a class survey, teamwork games/exercises, peer feedback.

Activities catering for musical intelligence: Singing, playing recorded music, playing live music (piano, guitar), reciting poetry, associating music to story mood/story plot, writing song lyrics, using rhythm to learn/present intonation patterns, giving presentation with appropriate musical accompaniment, explaining, sound differentiation, musical games, background music, responding emotionally to music, welcoming students with music, writing words to simple well-known melody, songs, background music to shape focus, calm down, energize and relax, record of a burst of applause.

Activities catering for naturalist intelligence: Creating observation notebooks of, describing changes in the local or global environment, caring for pets, wildlife, gardens, parks, using binoculars, telescopes, microscopes or magnifiers, drawing or taking pictures of natural objects, outdoor activities, natural and environmental materials and concepts, noticing relationships, changing words in brackets into correct forms, classifying and categorizing activities, background music in the form of sounds created in the natural world.

To conclude, Gardner's theory provides a theoretical foundation for recognizing different abilities and talents. Brualdi, Amy C. (1996) says that this theory acknowledges that while all students may not be verbally or mathematically gifted, students may have an expertise in other areas. Although the nine Intelligences are anatomically separated from each other, Gardner advises that they rarely operate independently. Rather, the intelligences are used concurrently and typically complement each other as individuals develop skills and solve problems. This individualized evaluation allows educators to make more informed decisions on what and how to teach various subjects. Gardner encourages teachers to think of all the Multiple Intelligences as equally significant. This is in great contrast to traditional educational systems. Thus, the theory of Multiple Intelligences implies that educators should recognize and teach to a broader range of talents and skills.

Our study is important because by using and implementing the Multiple Intelligences activities and theory in our classroom, kids are going to feel more confident, they are going to feel as if they are already related to the topic, and that is good for we are creating a positive environment, important changes that will help to improve our instruction for further courses.

CONSTRUCTIVISM

Learning has been improving throughout the years. Many theories have been developing as well to help students to build knowledge taking into consideration their previous experiences in learning. It is constructivism by Piaget and Vygotsky which help in the development of this research study. According to Vygotsky we can distinguish between cognitive and social constructivism. Cognitive constructivism, which is about how the learner understands things, in terms of developmental stages and learning styles, and social constructivism, which emphasizes how meanings and understandings grow out of social encounters.

> Constructivist learning is an intensely subjective, personal process and structure that each person constantly and actively modifies in light of new experiences. Constructivists argue that by definition, a person who is truly passive is incapable of teaming. In constructivist teaming, each individual structures his or her own knowledge of the world into a unique pattern, connecting each new fact, experience, or understanding in a subjective way that binds the individual into rational and meaningful relationships to the wider world. (Abbott, J., & Ryan, T., 1999).

Nowadays, both of them are important; cognitive constructivism because we learn things on our own; and every time we soak ourselves into one specific topic, we modified the previews acquired knowledge into a new one and keep modifying it till we got one as a whole. And social constructivism because we can share information and get a new concept; one that everybody agrees, and one that everybody feels OK with. So, we have to help our kids develop both, why? Simply because the changing world requires it. So, we are responsible for creating competitive kids.

VYGOTSKY'S CONSTRUCTIVISM

Lev Vygotsky (1896-1934), known for his theory of social constructivism, believes that learning and development is a collaborative activity and that children are cognitively developed in the context of socialization and education. The perceptual, attention, and memory capacities of children are transformed by vital cognitive tools provided by culture, such as history, social context, traditions, language, and religion. For learning to occur, the child first makes contact with the social environment on an interpersonal level and then internalizes this experience. The earlier notions and new experiences influence the child, who then constructs new ideas.

Vygotsky's constructivism is known as social constructivism because of the significance of culture and social context. For Vygotsky, the zone of proximal development ". . . the distance between the actual development of a child as determined by the independent problem solving, and the level of potential development as determined through problem solving under adult guidance or in collaboration with more peers (Vygotsky: 1978)" suggests that cognitive development is limited to a certain range at a particular age. However, with the help of social interaction, such as assistance from a mentor, students can comprehend concepts and schemes that they cannot know on their own.

Curriculum specialists and lesson plan builders can use the zone of proximal development as a guiding reference (Ozgur Ozer, 2004).This project is based on the constructivist theory, too. Its purpose is to help students internalize new information in order to create new understanding. According to Rosen as cited by Michael Kaelin says that Howard Gardner's theory of Multiple Intelligences purports some very clear specifications in regards to the learning style of the individual. The learning styles are broken down into linguistic, logical mathematical, intrapersonal, spatial, musical, bodily-

kinesthetic, naturalistic, and interpersonal. Based on the idea that each person learns more effectively through his or her own learning style, a constructionist teacher strives to differentiate and address Multiple Intelligences activities in the curriculum in order to help students learn. This study tries to support the idea of Gardner's theory of Multiple Intelligences joined to Constructivism and demonstrates how the use of appropriate activities improves students' learning.

All in all, the Multiple Intelligence Theory to be used in class has to have logical relationship with our plan, so that way we keep an order, and we will follow the line of teaching, kids will not even notice they are learning.

PIAGET'S CONSTRUCTIVISM

Jean Piaget (1896-1980), remembered for his extensive research on developmental psychology, explains the learning process by schemes (the organization of information on how things work), assimilation (the placing of new information into schemes), and accommodation (transforming existing schemes or creating new ones). The motivation for learning is the predisposition of the learner to adapt to his environment, hence to institute equilibrium between schemes and the environment. Continuous interactions among existing schemes, assimilation, accommodation, and equilibrium create new learning.

Piaget explores four sequential stages of the psychological development of the young learner and believes teachers should be cognizant of these stages. During the Sensory-motor Stage, (before the age of 2) sensory experiences and motor activities dominate. Intelligence is intuitive in nature and knowledge; it is acquired through mental representation during the Preoperational Stage (from age 2 to age 7). At the Concrete Operational Stage (from age 7 to age 11), intelligence is logical, conserved, and dependent on concrete references. The Formal Operational Stage (after 11 years of age) is the stage

when abstract thinking starts and the learner starts thinking about probabilities, associations, and analogies. Piaget's developmental theory of learning and constructivism are based on discovery. According to his constructivist theory, in order to provide an ideal learning environment, children should be allowed to construct knowledge that is meaningful for them (Ozgur Ozer, 2004).

During the time of putting these theories into practice and making them our techniques, we realized that besides teaching according to their age, they also wanted to be taught in degrees of difficulties because it doesn't matter to them if they are kids, they wanted to put themselves to the test. Once this piece of reading has been read by you, you may say "that is logical" but nobody would realize this until there has been a deep study of what kids want, prefer, and need. So, we recommend do not underestimate kids; instead, nurture them with activities which go from easy to difficult.

2.2.1   ASSESSMENT AND EVALUATION

This research project is going to apply the formative and summative tests to the students which must be carried out during the course. Evaluation and assessment have different meanings which have to be clarified in order to help us to reach our goal. In the research project we are going to apply the formative and summative tests to the students which must be carried out during the course. Likewise, we are going to assess and evaluate the performance of the subjects to determine and reinforce what they do well and what they do not and what they need to improve.

Graves (2000), who classifies the textbook evaluation into two main categories: formative and summative. She defines formative evaluation as evaluating whatever effective in the process of the students' learning and as for summative evaluation to provide information when the course is redesigned; while Richards (2001) believes

formative evaluation is to find details about the time spent on particular objective, result of placement test, methodology, difficulties facing teachers or students, students' enjoyment for the program, sufficient practice work for students, and adequate material pacing. He also defines summative evaluation as the decisions to be made about the worth or value of different aspects of the curriculum and to be concerned with determining the effectiveness, efficiency with its acceptability.

Last but not least Botelho (2003), who analyzed interchange series to see the degree to which they respond to multiple intelligences theory. He examined the activities of the books to explore to what level they engage each of the nine intelligences. To accomplish this objective, he devised a list containing different activities and techniques as well as a description of each intelligence.

Evaluation and assessment have different meanings which have to be clarified in order to help us to reach our goal.

ASSESSMENT

Assessment is the process of gathering data. More specifically, assessment is the ways instructors gather data about their teaching and their students' learning. The data provides a picture of a range of activities using different forms of assessment such as: pre-tests, observations, and examinations. Through these data gathered, teachers will find in students' performance: weaknesses, gaps, or deficiencies.

One clear example of assessment is when we first "tested" our students with the questionnaire, that is to say, besides making a survey of their likes and dislikes we also saw if they understood what was being asked. So, that was a piece of data we got from the first time we were there. We had an understanding from how to speak to them, at what speed, and at what level of vocabulary we should use with them.

EVALUATION

Assessment is defined as 'the gathering and synthesizing of information concerning students' learning' while evaluation is defined as ''making judgments about students'' learning. The processes of assessment and evaluation can be viewed as progressive: first assessment; then evaluation" (Echevarria, et al, 2004, p. 148). Evaluation also focuses on grades and may reflect more on classroom components than on course content and mastery level. These could include discussion, cooperation, attendance, and verbal ability.

Going back to our experience in assessing kids with the questionnaire; once they were assessed, we could make judgments on which kids should be reinforced and equal to the level of the other students. Then, the real learning began, once we were aware of the level of our students. So, an itty bitty tip: before making judgments on students, test them because otherwise those kids will stay where they have always been. We have to keep in mind that our goal as teachers is to take the fallen one to the highest level.

The table 5 below summarizes key differences between assessment and evaluation.

Table 5 ASSESSMENT AND EVALUATION

Dimension of Difference	Assessment	Evaluation
Content: timing, primary purpose	**Formative:** ongoing, to improve learning	**Summative:** final, to gauge quality
Orientation: focus of measurement	**Process-oriented:** how learning is going	**Product-oriented:** what's been learned
Findings: uses thereof	**Diagnostic:** identify areas for improvement	**Judgmental:** arrive at an overall grade/score

(Angelo & Cross, 1993)

2.3 CONCEPTUAL FRAMEWORK

The theory of Multiple Intelligences was developed by Howard Gardner in 1983, a well-known American psychologist and professor at Harvard University. His main interest was in the development and education of human mind. Also, he introduced the theory of Multiple Intelligences in his book called Frames of Mind. Gardner thought that his theory would not be well received by educators, but it was the contrary because some teachers discovered that his theory was very suitable for them in order to improve the way in which students can develop their performance in classes. Taking into consideration this appreciation, we decided to adapt and develop Gardner's theory in order to obtain better results in our research paper. The next paragraphs of this paper contained the following points: what intelligence is, what multiple intelligences is, the best activities use in class to develop each type of intelligence, as well as, how the constructivism approach influenced in class and what is the need of assessing and evaluating students.

First of all, Intelligence had to be defined. The definition of intelligence according to Gardner is: "intelligence is the ability to solve problems or to create products that are valued within one or more cultural settings" (Gardner, 1993). With these wise words Gardner demonstrates that he does not agree with the idea that there is only one intelligence in each individual, and what is more that is not possible to measure the intelligence through simple and traditional tests. Nevertheless, Gardner expanded his concept with a larger and wider complex of abilities and skills that should be included to the theory of intelligence in order to cover the whole sphere of human thinking.

Second, Gardner emphasized that each individual develops different abilities and skills, which brought together form the multiple intelligences and that each person develops 8 out of 9. With reference to Gardner's words about what multiple intelligence is he claims:

"students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways (Gardner, 1991). All these intelligences are combined in different manners so every human being has different intelligence profiles. Each person has strengths, but some of them are not well developed in the process of learning and others are unknown.

In 2011, Ibragimova, based on Gardner's theory, created this table which describes a concept for each one of the intelligences; additionally, she supported them with related activities and a possible career path to be taken. She now efficiently helps teachers to choose and perform activities that will create a dynamic and interactive lesson and so make students enjoy and understand the lesson better. The table 6 shows the multiple intelligences, definition, activities and career paths.

Table 6 Multiple intelligences, definition, activities and career paths.

INTELLIGENCE TYPE	ACTIVITIES	CAREER PATHS
Verbal-Linguistic Intelligence (Word Smart) **Description:** those students love words and use them as a primary way of thinking and solving problems.	Completing crossword puzzles with vocabulary words. Playing games like Scrabble. Using digital resources such as word games, and word processing. Creating poems. Listening to a storyteller. Studying the habits of good speakers. Telling a story to the class. Participating in debates.	Journalist Politician
Logical-Mathematical Intelligence (Math Smart) **Description:** those students enjoy working with numbers. They can easily interpret data and analyze abstract patterns. They have a well-developed ability to reason.	Crossword, experiments, logic puzzles and games, story problems with numbers. Ordering. Categorizing. Classifying. Summarizing. Analyzing grammar. Solving word problems Creating categories for spelling/vocabulary. Sequencing events in a story. Predicting	Mathematics Engineering

	Identifying errors Examining pairs to choose the correct answer (grammar/vocabulary exercises).	
Spatial Intelligence **(Picture Smart)** **Description:** those students which are strong in spatial intelligence think and process information through pictures and images.	Graphic organizers. Illustrating stories. Using drawings to express ideas-feelings. Making maps, charts. Inventing a board or card game to illustrate a sketch Art activities, imagination games, geometric figures.	Artist Architect
Musical Intelligence **(Music Smart)** **Description:** those students think, feel, and process information primarily through sound. They have a superior ability to perceive, compose, and/or perform music.	Singing. Playing recorded music. Playing live music (piano, guitar) Associating music to story. Writing song lyrics. Giving presentation with appropriate musical accompaniment. Explaining, sound differentiation, musical games, background music. Responding emotionally to music.	Composer Disk jockey
Bodily-Kinesthetic **(Body Smart)** **Description:** those students are highly aware of the world through touch and movement. There is a special harmony between their bodies and their minds. They can control their bodies with grace, expertise, and athleticism.	Hands-on activities, field trips, role-plays, pantomime, Total Physical Response. Creating a movement or a sequence of movements to explain Making task or puzzle cards. Building or constructing, art forms, movements, drama, sports, object coordination. Dancing, miming, circle dancing, brain gym, relaxation exercises.	Athlete Police officer Actor
Interpersonal **(People Smart)** **Description:** Students strong in interpersonal intelligence have a natural ability to interact with, relate to, and get along with others effectively.	Pair work or peer teaching, board games, group brainstorming, group problem solving, project work, peer editing, intercultural awareness, conducting a meeting. Participating in a service project. Teaching someone, practice giving and receiving feedback, cooperative learning, role playing. Conducting a class survey, teamwork games/exercises, and peer feedback.	Counselor Salesperson
Intrapersonal Intelligence **(Self-Smart)** **Description:** People with a strong intrapersonal	Tasks with self-evaluation, interest centers, personal journal. Describing qualities possessed, Describing personal values	Researcher Writer

intelligence have a deep awareness of their feelings, ideas, and goals. Students with this intelligence usually need time alone to process and create.	Individualized instruction. Independent self-study, personal goal setting	
Naturalistic Intelligence (Nature Smart) **Description:** This intelligence refers to a person's natural interest in the environment. These people enjoy being in nature and want to protect it from pollution. Students with strong naturalistic intelligence easily recognize and categorize plants, animals, and rocks.	Describing changes in the local or global environment. Caring for pets, wildlife, gardens, and parks. Drawing or taking pictures of natural objects, outdoor activities, natural and environmental materials and concepts.	Philosophers

(Ibragimova, 2011)

The intelligences and the variety of activities for the development of this research were selected according to the intelligences shown by students in the results after the application of the questionnaire. Those intelligences were naturalistic and interpersonal intelligences. They were selected because students showed a high level performance when we applied the activities related to these intelligences. To illustrate what we mean, the activities applied in classes were the following: pair work, group brainstorming, role play, peer feedback, drawing or taking pictures of natural objects, and outdoor activities were selected to applied in our class.

To outline the main points, there was a need to develop the theory of constructivism in classes whose main researchers are Lev Vygotsky and Jean Piaget. This approach helped a lot in this project because students developed their critical thinking, and the classes became more participative. While we use appropriate activities in order to involve the

whole class, we measured and took a lot considering their previous knowledge, allowing them to express their own ideas, and to share them with all the class.

Moreover, this theory allowed students to make a relationship between the knowledge gotten in the past plus the new one discovered in class. This is called accommodation and assimilation according to Piaget. In this face of the process of learning, the environment and motivation take an important role. With these extra elements students found it interesting to learn because they felt comfortable in the place they were studying and the motivation allowed them to feel free to express and participate in class.

In order to get better results in this test students were assessed before the evaluation, that is to say, we use the summative test. The purpose of assessing students was to identify how well they understood the new topic through the unit, and in case they got confused with something, we provided them with the corresponding support in order to improve their learning knowledge.

2.4 RESEARCH QUESTIONS

This study aims to answer the following research questions:

1. What are the strengths and intelligences of the students of 6th year of general basic education at Unidad Educativa "Abaris"?
2. What are the most appropriate multiple intelligences activities that will improve the English learning performance in the students according to their intelligence?
3. What are the teachers' perceptions of MI Theory and its application in their classes?

2.5 HYPOTHESES

REASEARCH HYPOTHESES. - The mean of the post test is greater than the mean of the pre-test after the educational intervention.

NULL HYPOTHESES. - There is not difference between the pre and posttest after the educational intervention.

2.6 INDICATORS AND VARIABLES

Independent variable: Application of multiple intelligences of Howard Gardner.

Dependent variable: English language performance.

The table 7 shows the conceptual definitions, indicators and instruments of the variables.

Table 7 INDICATORS AND VARIABLES

VARIABLES	CONCEPTUAL DEFINITION	INDICATORS	INSTRUMENTS
<u>INDEPENDENT</u> **Multiple intelligences**	**Multiple intelligences of Gardner** Howard Gardner claims that all human beings have multiple intelligences. These multiple intelligences can be nurtured and strengthened, or ignored and weakened.	The teacher accomplished the learning objectives of the lesson plan in a 100% The questionnaire administered to the students will be verified by the researchers. The students during the pre-test will not achieve the 70%. The pre-test will meet up with the terms of the rubric. Group work will be formed by 3 students and verified by the teacher during the activities planned. Individual work will be verified by the teacher during the activities planned	Lesson plan Questionnaire Pre-test Rubric Group work Individual work

DEPENDENT **English Language performance**	**English Language performance:** **Reading. -** It is the process of constructing meaning from written texts. **Writing. -** It is a method of representing language in visual or tactile form. **Speaking.-** It is an interactive process of constructing meaning that involves producing and receiving and processing information **Listening. -** It is the act of hearing attentively.	The students during the post-test will achieve at least the 70% of the content taught. The students will comply with the rubric.	Post-test Rubric

2.7 DEFINITION OF TERMS

Multiple Intelligences Theory.- It was first articulated in 1983 by Howard Gardner, who defines intelligence as a person's ability to solve problems, or create products that are valued within one or more cultural settings.

Constructivism.- It is to build knowledge taking into consideration previous experiences in learning.

Assessment.- It is the way instructors gather data about their teaching and their students' learning.

Evaluation.- To make judgments about students' learning

2.8 SUMMARY

This project is based on Howard Gardner's Multiple Intelligences theory which empathizes specifically that the process of teaching and learning will be more effective and meaningful when teachers and learners know their potential, their unique styles, strengths and weaknesses in learning. Above all, teachers can implement the theory of Multiple Intelligences in their classroom to get better results in their process of teaching, and to make this possible some important points will be summarized in the following paragraphs.

First of all, to implement the theory of the multiple intelligences in the classroom, teachers must understand what the nine intelligences are; Gardner says that these intelligences express to a person's unique aptitude, capabilities and ways they prefer to show intellectual abilities. These are the following:

✓ **Verbal-linguistic intelligence:** refers to a well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words.

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- ✓ **Logical-mathematical intelligence**: is the ability to reason conceptually and abstractly, as well as the ability to discern logical and numerical patterns.

- ✓ **Spatial and visual intelligence**: that is the capacity to think in images and pictures.

- ✓ **Bodily-kinesthetic intelligence**: is the ability to control body movements and to handle things or objects expertly.

- ✓ **Musical intelligence:** denotes the ability to produce and appreciate rhythm and sounds.

- ✓ **Interpersonal intelligence**: the ability to interact with others.

- ✓ **Intrapersonal intelligence:** individuals deal with inner feelings, values, and beliefs.

These were the first seven intelligences developed by Howard Gardner, then two more intelligences were developed which are: **Naturalist intelligence** that is the ability to recognize and categorize objects in nature, and the **Existential intelligence** which is the sensitivity and capacity to challenge deep questions about human existence. (Source: Thirteen ed online, 2004).

The second step that helps teachers to implement the theory of the multiple intelligences in classroom is to identify strengths of their own students, so the class for sure will be meaningful and students' performance will probably increase. That is why we found interested to apply this theory in order to make the process of learning as enjoyable as beneficial in our students. One of the most important points of Gardner is that teachers need to differentiate learning activities to accommodate each of the intelligences in the classroom.(Gardner, 2009). In addition, Gardner's theory helps teachers to update their skills and ways of teaching. Originally, Gardner did not identify how he intended the MI theory to be applied or who would benefit from using it (Williams, 2002).Luckily, some instructors have looked to his theory and applied the MI activities to their teaching giving

good result and benefits including meeting students' learning needs and engaging students, and a better students' performance.

These well distinguished benefits indicate clearly the disadvantages to continue using a traditional class and methods which only has the following characteristics: teachers get themselves as teacher-centered, giving only direct instruction, and students are just passive receptors of knowledge. Furthermore, this traditional teaching creates several disadvantages in the classroom. One of these disadvantages is that students focus their learning on repetition and memorization only, so they care more about retaining information in their minds for a short period of time. Another disadvantage is the lack of emphasis on critical thinking; since they do only repetition, they neither express their ideas nor use their reasoning; therefore, they did not develop critical thinking. Still one more disadvantage is the lack of interaction in the process of learning; that is, students do not feel comfortable to participate in class and what is more, they do not enjoy it.

Due to all these disadvantages and the desire to improve our teaching we decided to add "constructivism" as an approach besides the Multiple Intelligences theory to develop in our project. Piaget and Vygotsky were the main researchers chosen in this project. This theory presents a number of advantages that help avoid the disadvantages mentioned above. One of this advantages was that helped learners to build knowledge that they already have, allowing them to form concrete associations and to get new information which will improve their retention. One more advantages was that in class students encouraged for developing their critical thinking skills because they will be free to apply information gained through experience and reasoning in order to enhance their learning process. Still another advantage of a constructivist class was the cooperation and interaction increased in both sides, that is, teachers and students.

Also, it is necessary to remember that the manner in which teachers deliver knowledge may not match the expectations of the learners, so it could be a factor in which teaching could fail. Even the environment in which the students learn will affect their learning; According to Vygotsky, a child needs contact with the social environment on an interpersonal level and then internalize this experience for the learning process to occur. In addition, Piaget's theory, established that the process of learning depends on the organization of how things work which are assimilation and accommodation that is the relationship between the previous experience or information and the new one.

Another important point in the implementation of the multiple intelligences theory in the classroom, according to Piaget, is motivation. Motivation takes an important role in the process of accommodation. In this project, we proved that students were encouraged to take risks, and it was useful in their process of learning. As this was a new experience for students and teachers, we as teachers were worried about their development, but the process that students took to accommodate new information and to put it into practice was as we wished because with appropriate activities and motivation they got familiar with the topic and enjoyed the lesson.

Taking all these points of view, we decided to complement the activities based on the multiple intelligences of Gardner with the theory of Constructivism of these two investigators in order to enhance English language learning in students of 6th year of basic education. Additionally, to improve the value of this project, assessment and evaluation is also taken into consideration to determine and reinforce what learners do well, and what they find difficult to perform.

To sum up, incorporating educational theories, and other teaching tools to better address the needs of students can help instructors to personalize their instruction and

methods of teaching, and will help learners to improve their process of learning, finding each lesson useful and interesting.

3. RESEARCH METHODOLOGY AND FINDINGS

Learning a foreign language is a challenge for students and teaching a new language is also considered as a challenge in teachers' role. Many problems arise in this field such as lack of attention, lack of motivation, misbehavior, difficulty in understanding, and other factors that affect students' performance. Taking into consideration all these factors, we decided to apply activities based on the theory of multiple intelligences and put into practice the application of these activities with students in order to enhance language learning in their English classes and see positive results.

The first section in this chapter, presents the methods and techniques, in order to clarify what kind of techniques we carried out in our study. During the course of this section, we will explain how the methods were applied. The second section will describe the research population; the characteristics of the subjects according to their ages, genders, likes and dislikes. Moreover, we will show the characteristics of the sample taken for this study. The third section will give information about the research instruments used in the study. For instance, what kind of test we used to recognize students' strengths and weaknesses. The fourth section will explain and analyze the results of the multiple intelligences survey, the pre-test before the application of the multiple intelligences activities and the post-test after the application of the selected MI activities. Lastly, the fifth section will give information about all the resources used to perform the whole project, as well as, timeline and budget during the development of the study.

3.1 METHODS AND TECHNIQUES

Our students were measured through a variety of activities and tests developed in classes. Unlike in qualitative research which analyzed the performance of the students, that is; if they acquired the specific knowledge needed to pass or fail without taking into consideration grades, the research method applied in this project is quantitative because it gave us precise information in terms of grades of the students. So, that is why we consider our research project as quantitative.

The techniques used in this experiment belong to the area of descriptive statistics. Allwright and Bailey cited by Nigera Ibragimova say that a descriptive study intends to describe the existing events and actions, as well as beliefs of participants. And that is what our project involves, the events and actions of our students during the intervention. (Allwright and Bailey, 1991).Examples of descriptive statistics used in our research paper were the following: histogram and box plot; which explain through percentages the grades obtained by students of both; the pre-test, taken before the application of the activities based on their strengths and weaknesses, and the post-test which shows the percentage of the grades that the students obtained after the application of the activities. In addition, this experiment used the inferential statistics such as the paired t-test.

3.2 RESEARCH POPULATION AND SAMPLE

The research population and sample was taken from a private school located in the north of the city. We chose this institution for two main reasons (1) the facilities given in order to fulfill this project such as permissions, resources, and parents' collaboration, (2) as one of the researchers worked, it allowed a flexible schedule to achieve and perform the activities planned. We could not apply our research study in a public school because of the

lack of collaboration from this kind of institutions due to the tight schedule they have. Taking advantage of these factors the private school was the most suitable place to begin our project.

Based on the learning problems found in it we had some courses as options to develop our research, but we decided to select 6th year of basic education as the subjects of our study because those students showed different types of learning, some of them liked to learn through visual aids while others found this boring, creating misbehavior and lack of attention during classes, getting as a result low participation during the process of learning.

The participants involved in these project were three English teachers, two of which were the main researchers of this paper, one coordinator who guided us and observed the process to be carried out during the current course, the principal of the institution who allowed us to develop our study with all the facilities and support, and finally, the students who showed a good attitude and collaboration at the moment of developing this paper.

The subjects were twenty two students of 6th year of basic education. There were twelve boys and ten girls. Their ages range between ten and eleven years old whose main likes and dislikes related with the way they learn provide essential information for the development of this project. The sample is considered as an intact group because we took the total of the class as an experimental group.

3.3 RESEARCH INSTRUMENTS

The research instruments used to perform this research were the following: a questionnaire to identify the strengths and weaknesses in students. This survey also helped us to determine the student's type of intelligence based on Gardner's theory of multiple intelligences. It contains 24 items based on a scale from zero (totally disagree) to five (totally agree). Another instrument is the pre-test taken before the application of MI

activities. It is important to know that the main topic selected to develop the multiple intelligences activities was the present continuous tense.

Still another instrument selected were activities related with the different students' intelligences. The last instrument was the post-test which was taken after the application of all the best multiple intelligences activities chosen. The pre-test and posttest had ten questions, from which eight were completion questions, one crossword question, and one essay question. The unit lesson plan contained worksheets according to each intelligence of the students.
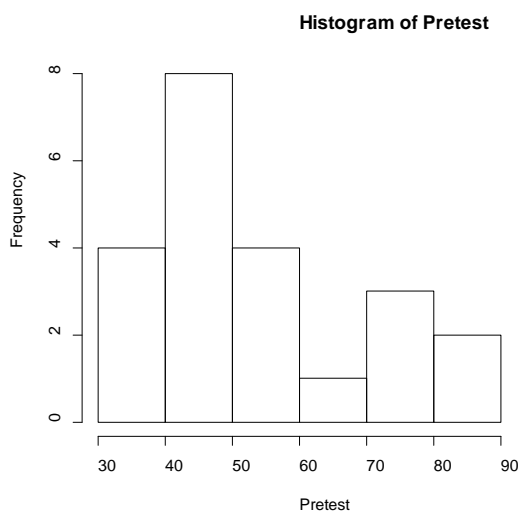
3.4 RESULTS/FINDINGS AND ANALYSIS

3.4.1 RESULTS OF THE PRE-TEST

This section shows the results of the pre-test and an analysis of these results.

Graphic 1 shows the results of the pre-test

Graphic 1 Results of the pre-test

Graphic 1 above shows the histogram of the pre-test in which 16 students are in the range of 30 and 60 while six are in the range of 60 and 90 points. Based on the results, the

histogram indicates that there are 4 students that got grades from 30 to 40 above 100, also 8 students got between 40 and 50 in the pre- test, 4 more students got among the grades of 50 and 60, 1 student between 60 and 70 in the test, there were 3 students in the range of 70 and 80 finally, there were 2 students that were in the range of 80 and 90 above 100 in the pre-test. As the results show most of the students are in a range below 60 in a test over 100.

Graphic 2 shows the box plot of the pre-test.

Graphic 2 box plot of the pre-test
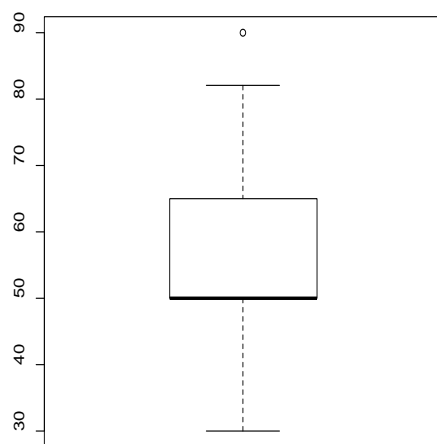
Inside the box, there is a single line. This line represents the mean, which is56.86. The highest whisker indicates the maximum score that was 90 got by one student. The lowest whisker indicates the minimum score obtained by other student that was 30. The range obtained was 60; which is the difference between the maximum and minimum score. The little point located at the top of the boxplot indicates that there is one outlier that corresponds to the maximum score obtained by one student, in this case the one who got 90.

3.4.2 RESULTS OF THE POST-TEST

This section shows the results of the post-test and an analysis of the results after the application of the multiple intelligences activities and other pedagogic tools in order to enhance English language learning in students of 6th year of general basic education at Unidad Educativa "Abaris"

Graphic 3 shows the results of the post- test.

Graphic 3 results of the post- test

Histogram of Posttest
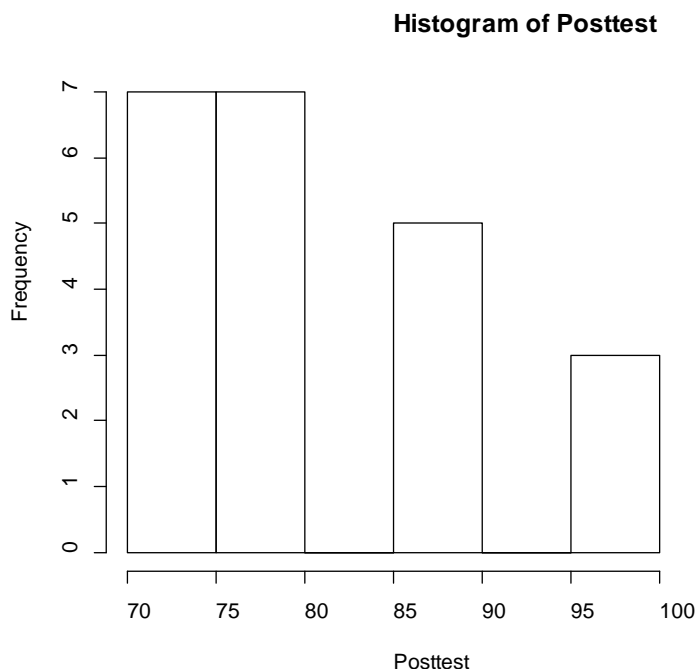
Graphic 3 shows the histogram of the posttest in which 22 students are in the range of 70 and 100.Based on the results, the histogram indicates that there are 7 students that got grades from 70 to 75 above 100, the same number of students (7) got between 75 and 80 in the post- test, and there is not any student in the range of 80 and 85. Additionally, 5 more students got grades between 85 and 90. In addition, there is not any student in the range of 90 and 95. Finally, there are 3 students that were in the range of 95 and 100. As the results show, most of the students are in a range above 70 in the post test over 100.

Graphic 4 shows the box plot of the post-test

Graphic 4 box plot of the post-test
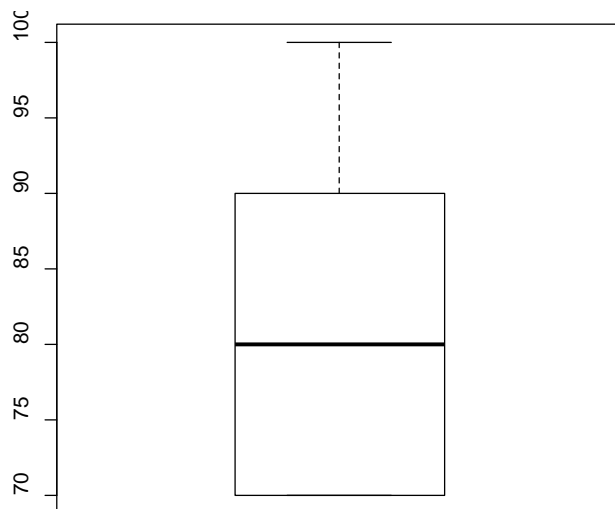
The box is divided by a single line. This line represents the mean, which is 81.82. The highest whisker indicates the maximum score that was 100 got by one student. The lower quartile indicates that the minimum score was 70. The range of these scores is 30; which is the difference between the maximum and minimum score. It indicates that there is not an outlier.

Table 8 presents the results in details of the pre-test and the post-test before and after of the intervention.

Table 8 Results in details of the Pre-test and the Post-test

Test	Number Of Students	Mean	Standard Deviation	Maximum Score	Minimum Score	Range
PRE-TEST	22	56.86	15.99493	90.00	30.00	60
POSTTEST	22	81.82	10.52723	100.00	70.00	30

In the pre-test the number of the students was 22, the mean was 56.86, the standard deviation was 15.99493, the maximum score was 90.00, the minimum score was 30.00, and the range was 60. In the posttest the number of students was 22, the mean was 81.82, the standard deviation was 10.52723, the maximum score was 100.00, the minimum score

was 70.00, and the range was 30. There is an evident idea that students raised their grades in the post-test in comparison with the first test taken (the pre- test).

This formative test or pre-test was taken neither with the intervention of the multiple intelligences activities nor the development of a constructivist class or appropriate assessment to be evaluated. After the application of this project, the scores of students increased considerably in a way that there were not any grades below 70 that was the average to pass the exam.

Paired t-test

The Paired t-test gave a **t** value of 12.2126 with 21 degree of freedom and a **p** value less than 0.0001; therefore, we rejected the null hypotheses and accepted the research hypotheses. This study used the paired t-test at a significance level of $p<0.05$.

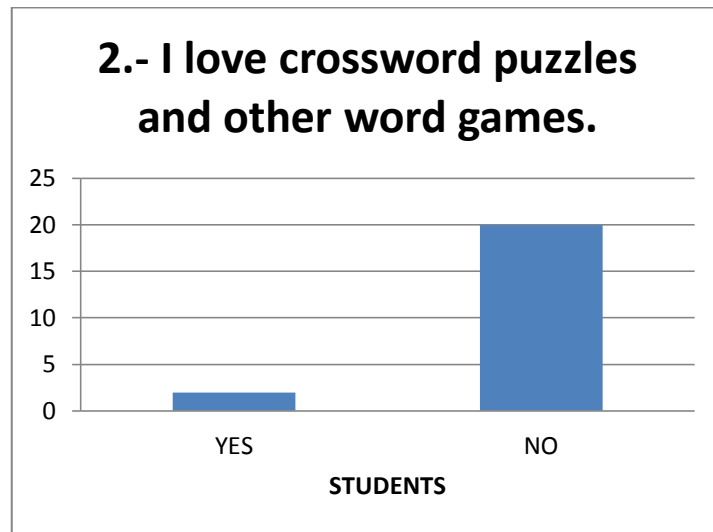### 3.4.3 QUESTIONNAIRE TO IDENTIFY THE MULTIPLE INTELLIGENCES

According to the questionnaire the results of the statements were the following:

Graphic 5
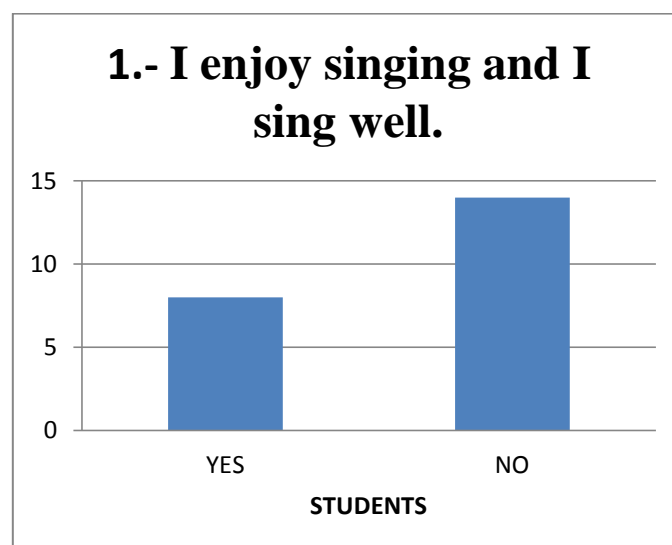
In graphic 5, statement 1: eight students answered yes and fourteen students answered no.

Graphic 6

2.- I love crossword puzzles and other word games.

In graphic 6, statement 2: two students answered yes and twenty students answered no.

Graphic 7

3.- I like spending time by myself.
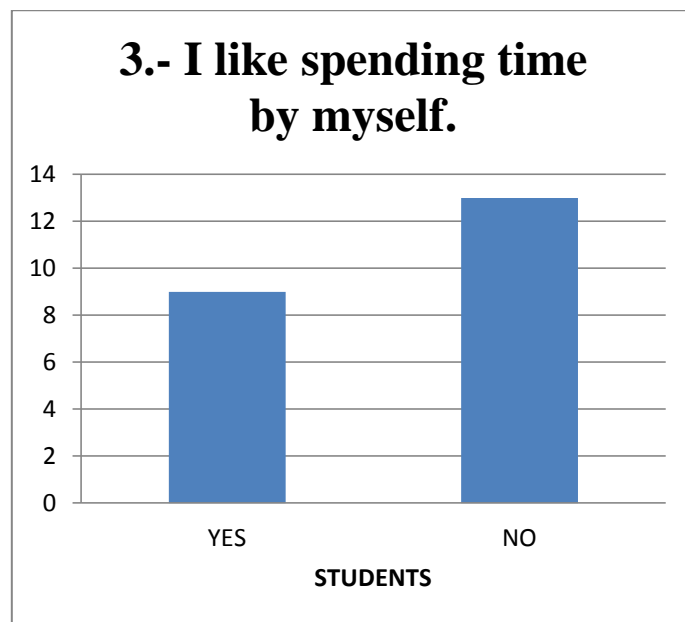
In graphic 7, statement 3: nine students answered yes and thirteen students answered no.

Graphic 8

4.- Charts, maps, and graphic organizers help me learn
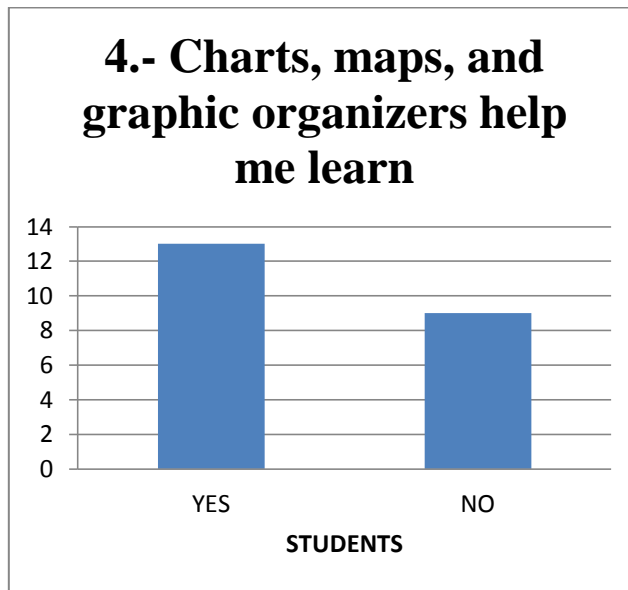
In graphic 8, statement 4: thirteen students answered yes and nine students answered no.

Graphic 9

5.-I learn best when I can talk over a new idea.
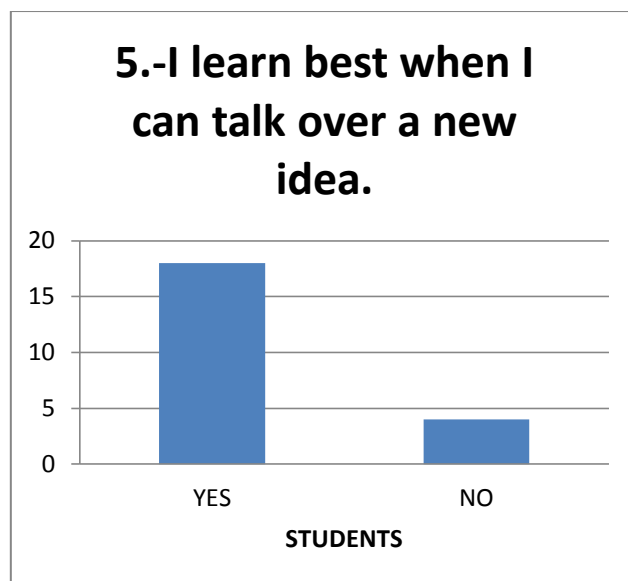
In graphic 9, statement 5: eighteen students answered yes and four students answered no.

6.- I enjoy art, photography, or doing craft projects.
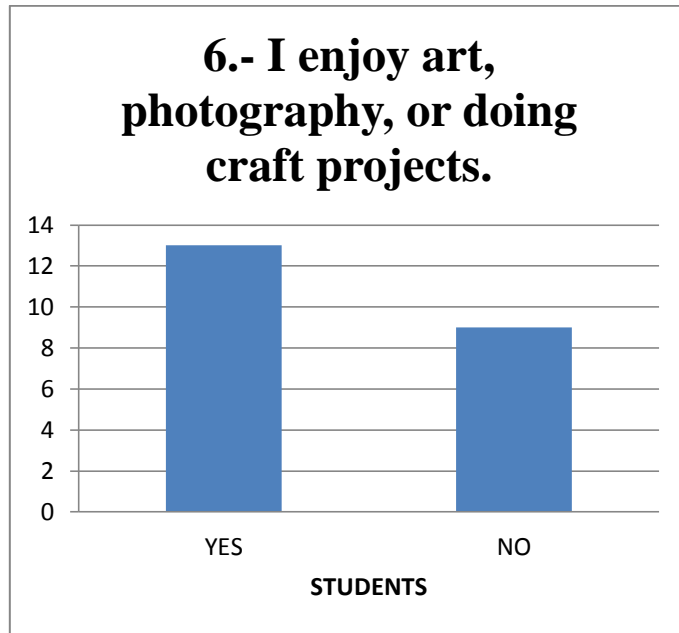
In graphic 10, statement 6: thirteen students answered yes and nine students answered no.

7.- I often listen to music in my free time.
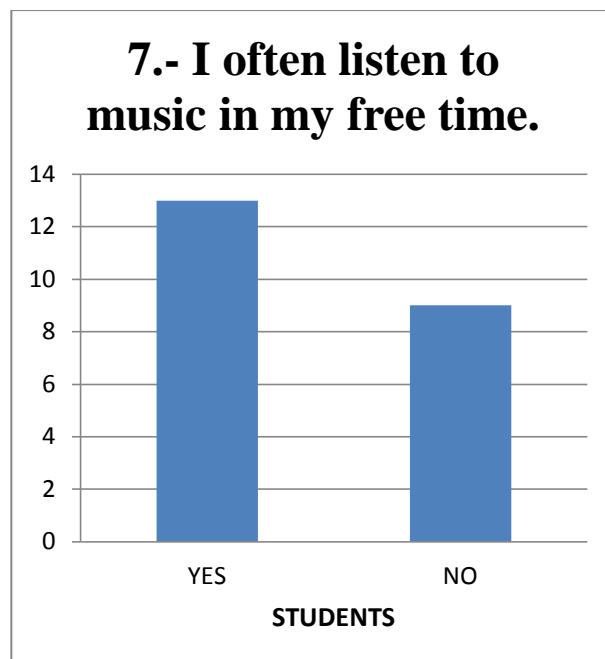
In graphic 11, statement 7: thirteen students answered yes and nine students answered no.

Graphic 12

8.- I get along well with different types of people.
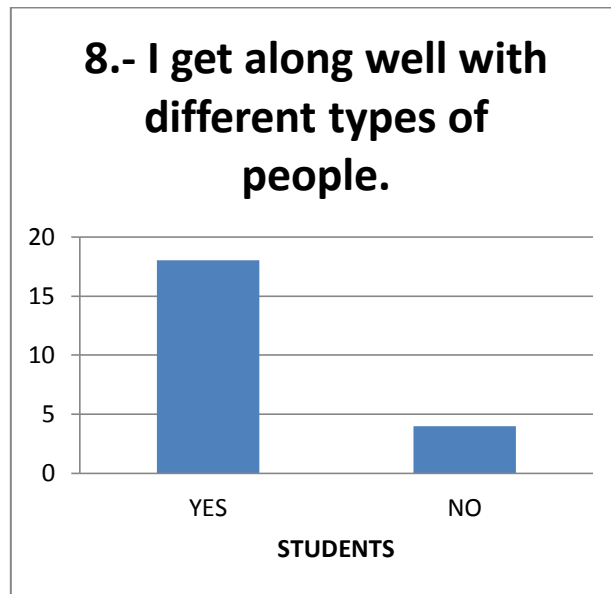
In graphic 12, statement 8: eighteen students answered yes and four students answered no.

Graphic 13

9.- I often think about my goals and dreams for the future.
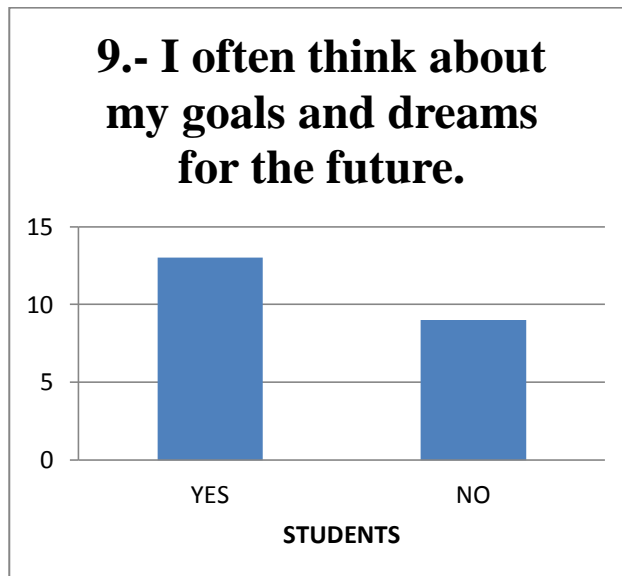
In graphic 13, statement 9: thirteen students answered yes and nine students answered no.

Graphic 14

10.- I enjoy studying about the earth and nature.

YES | NO
STUDENTS
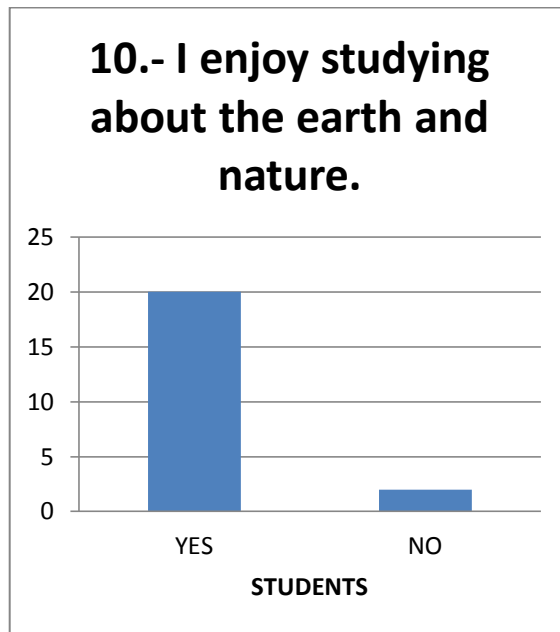
In graphic 14, statement 10: twenty students answered yes and two students answered no.

Graphic 15

11.-I enjoy caring for pets and other animals.

YES | NO
STUDENTS
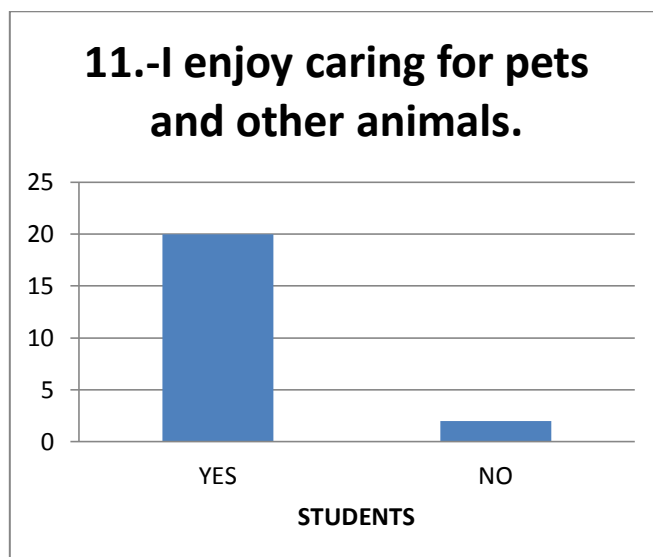
In graphic 15, statement 11: twenty students answered yes and two students answered no.

Graphic 16

12.- I love projects that involve acting or moving.

Value	
16	
14	
12	
10	
8	
6	
4	
2	
0	

YES   NO
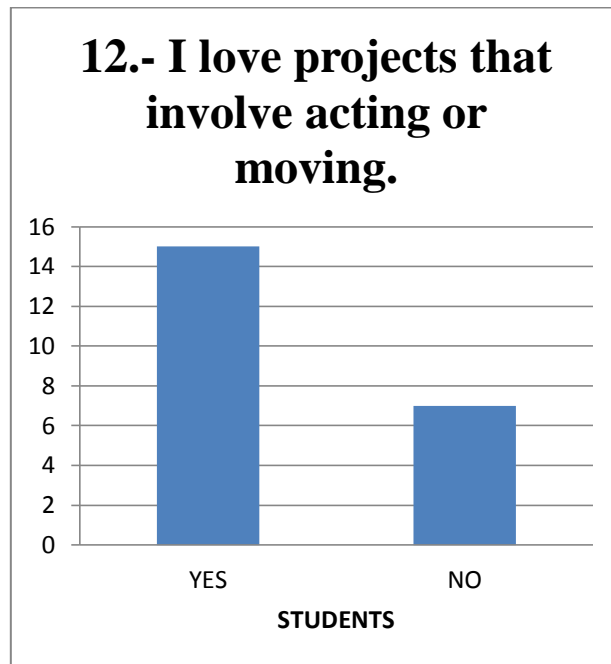
STUDENTS

In graphic 16, statement 12: fifteen students answered yes and seven students answered no.

Graphic 17

13.- Written assignments are usually easy for me.

Value	
25	
20	
15	
10	
5	
0	

YES   NO
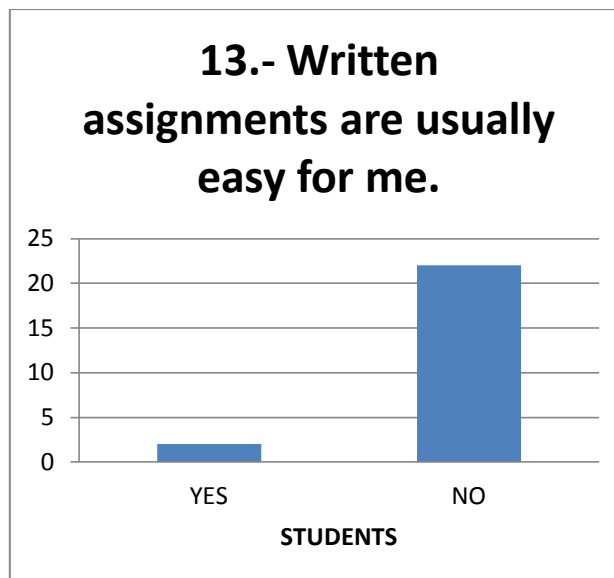
STUDENTS

In graphic 17, statement 13: two students answered yes and twenty students answered no.

Graphic 18

14.- I can learn new math ideas easily.
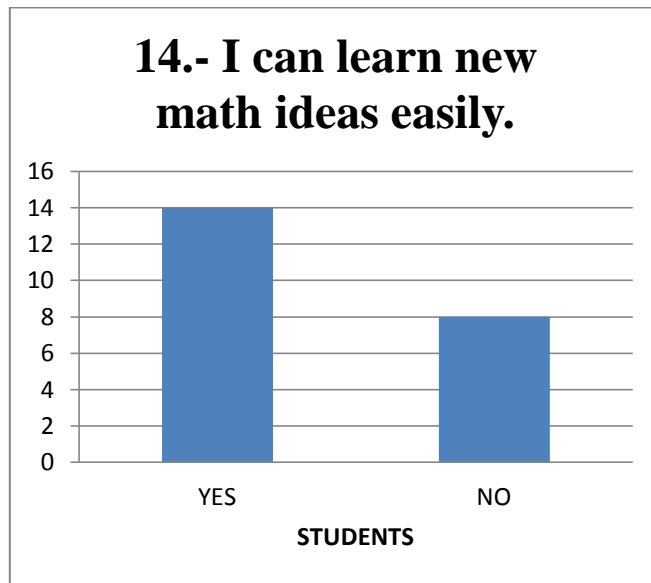
In graphic 18, statement 14: fourteen students answered yes and eight students answered no.

Graphic 19

15.- I play a musical instrument (or would like to).
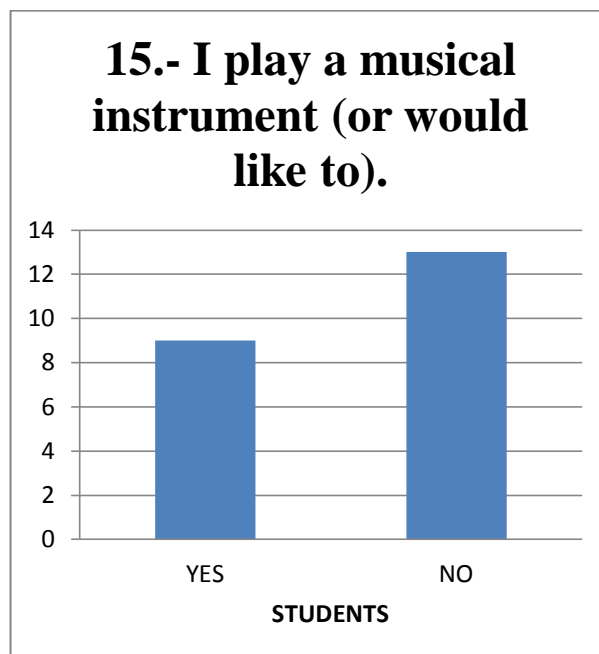
In graphic 19, statement 15: nine students answered yes and thirteen students answered no.

Graphic 20

16.- I am good at physical activities like sports or dancing.
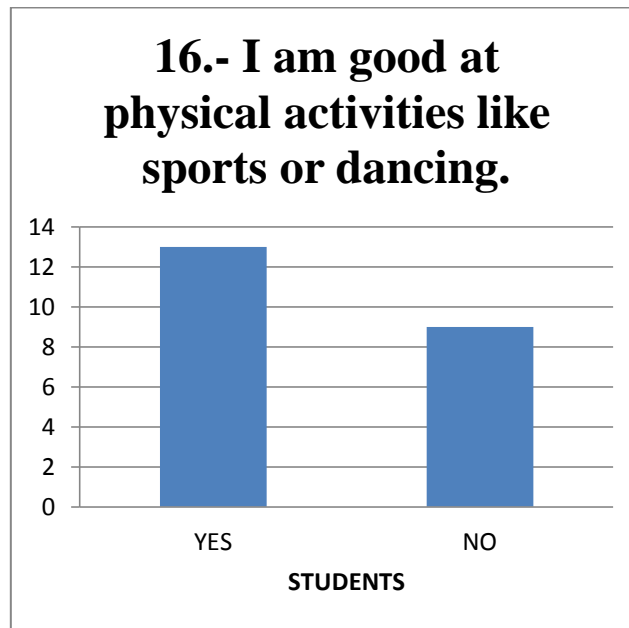
In graphic 20, statement 16: thirteen students answered yes and nine students answered no.

Graphic 21

17.- I like to play games involving numbers and logic.
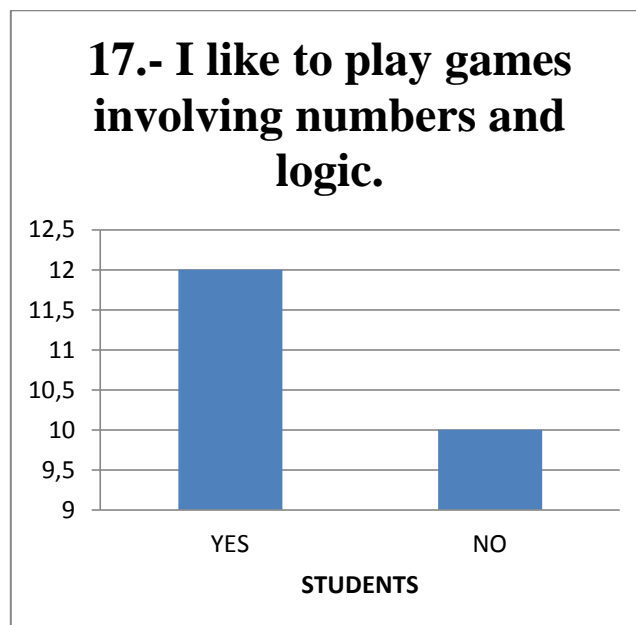
In graphic 21, statement 17: ten students answered yes and twelve students answered no.

Graphic 22

18.-My best way to learn is by doing hands-on activities.

In graphic 22, statement 18: seventeen students answered yes and five students answered no.

Graphic 23

19.- I love painting, drawing, or designing on the computer.
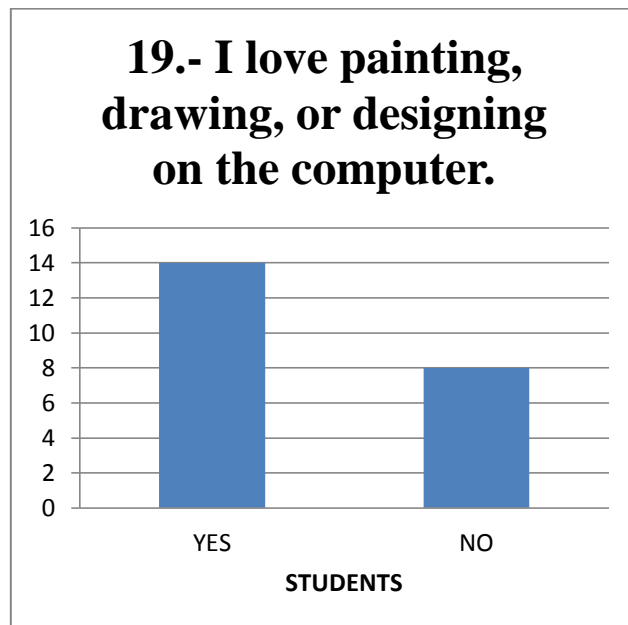
In graphic 23, statement 19: fourteen students answered yes and eight students answered no.

Graphic 24

20.-I often help others without being asked.
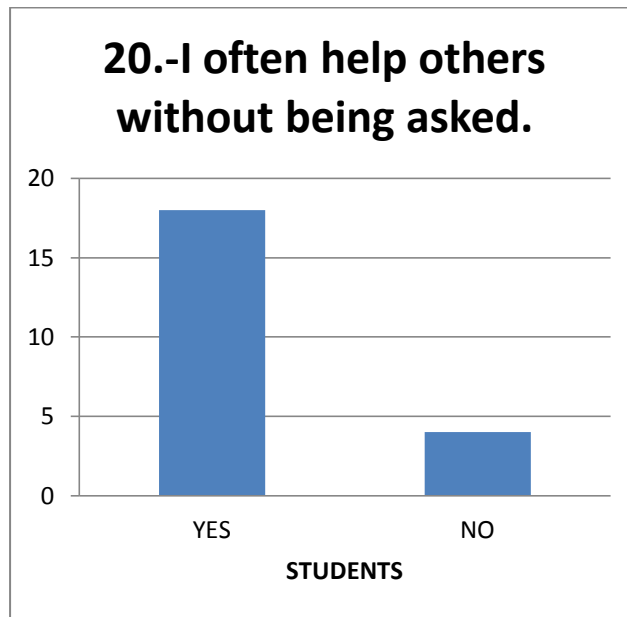
In graphic 24, statement 20: eighteen students answered yes and four students answered no.

Graphic 25

21.-I enjoy being outside in all types of weather.
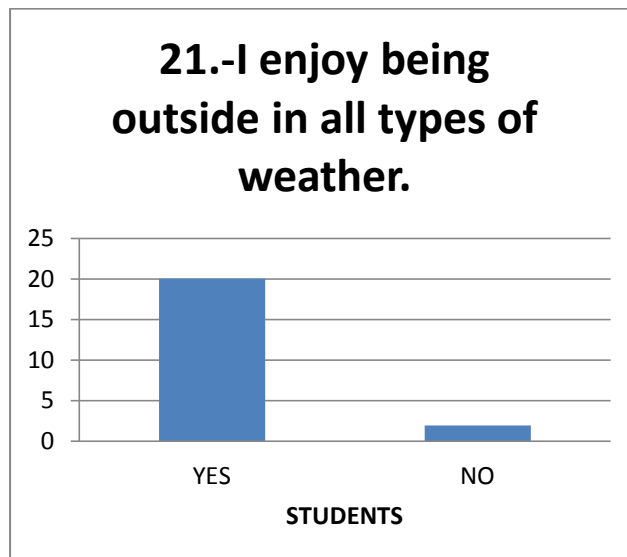
In graphic 25, statement 21: twenty students answered yes and two students answered no.

Graphic 26

22.- I love the challenge of solving a difficult math problem.
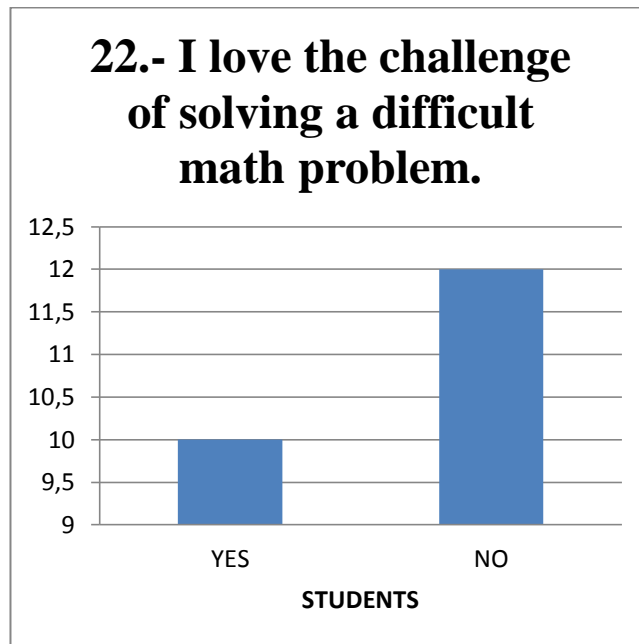
In graphic 26, statement 22: ten students answered yes and twelve students answered no.

Graphic 27

23.- Having quiet time to think over ideas is important to me.
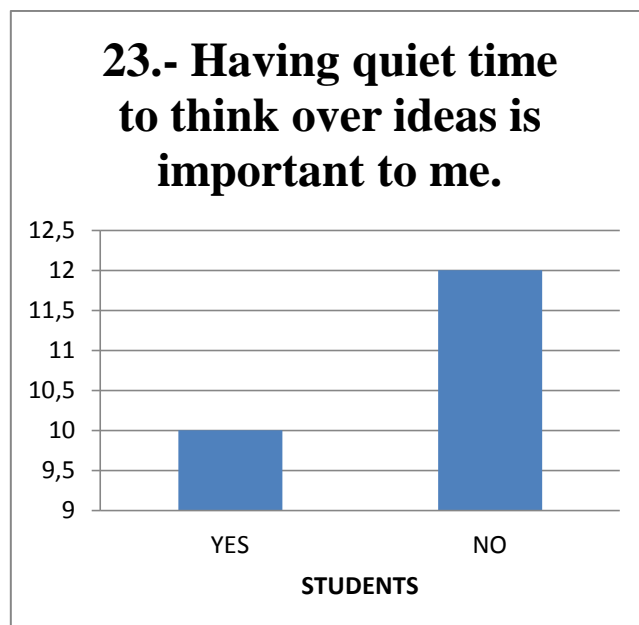
In graphic 27, statement 23: ten students answered yes and twelve students answered no.

Graphic 28

24.- I read for pleasure every day.
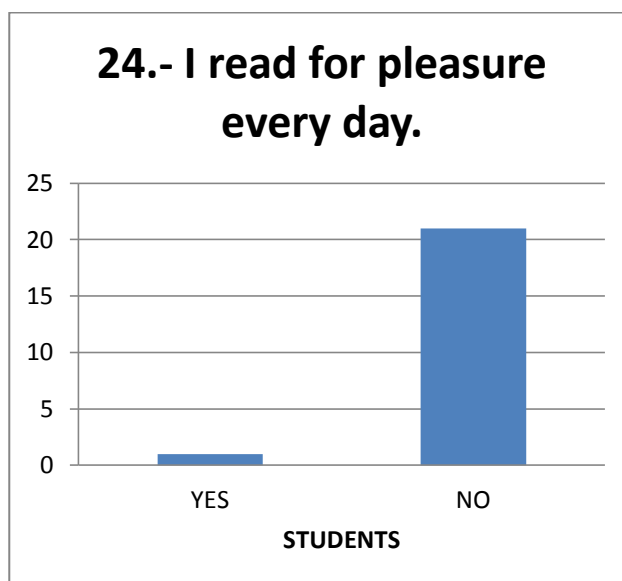
In graphic 28, statement 24: one student answered yes and twenty one students answered no.

After the application of the multiple intelligence test in students of 6th year of general basic education at Unidad Educativa "Abaris", the theory of Howard Gardner was verified again; this is that every person learn in different ways because each of them have different intelligences, and it is also of great influence the way teachers use their skills and methods during the learning process.

In this questionnaire the eight intelligences were tested, and the results were the following: Naturalist intelligence that is the ability to recognize and categorize objects in nature. Logical-mathematical intelligence, which is the ability to reason conceptually and abstractly as well as the ability to discern logical and numerical patterns. Verbal-linguistic intelligence, which refers to a well-developed verbal skills, meanings and rhythms of words. Musical intelligence denotes the ability to produce and appreciate rhythm and sounds. Spatial and visual intelligence, which is the capacity to think in images and pictures. Bodily-kinesthetic intelligence, which is the ability to control body movements

and to handle things or objects expertly. Interpersonal intelligence which is the ability to interact with others, then it is intrapersonal which deals with inner feelings, values, and beliefs. (Thirteen ed. online, 2004).

This questionnaire has 24 statements; each intelligence has 3 statements that will help to recognize students' strengths and weaknesses. Before showing he results in detail, it is important to clarify that the sample (22 students) had to decide from 0-5 to express what they like the most(3-5) or the least(0-2), but in the results shown below there is no difference about how much they like.

For example: for naturalistic intelligence the statements are number 10,11 and 21 in which the results are the following: statement 10, 20Students affirmed that they enjoy studying about the earth and nature and 2 students did not feel attractive to do it. Statement 11, 20 students declared that they enjoy caring for pets and other animals and only 2 students did not, the last statement for naturalistic intelligence is 21 and the result was 20 students declared that they enjoy being outside in all types of weather and 2 of them did not want to do it. Table 9 explains the results of the statements.

Table 9

NATURALISTIC INTELLIGENCE			
No.	STATEMENT	YES	NO
10	I enjoy studying about the earth and nature.	20	2
11	I enjoy caring for pets and other animals.	20	2
21	I enjoy being outside in all types of weather.	20	2

The next intelligence measured was logical-mathematical intelligence and the statements are number 14, 17 and 22 in which the results are the following: statement 14, 14 students affirmed that they can learn new math ideas easily and 8 students did not find it easy to do it. Statement 17, 10 students declared that they like to play games involving

numbers and logic and 12 students did not like it, the last statement is 22 and the result was 10 students declared that they love solving difficult math problems and 12 of them did not love it. Table 10 explains the results of the statements.

Table 10

LOGICAL MATHEMATICAL INTELLIGENCE			
No.	STATEMENT	YES	NO
14	I can learn new math ideas easily.	14	8
17	I like to play games involving numbers and logic.	10	12
22	I love the challenge of solving a difficult math problem.	10	12

Then there is verbal-linguistic intelligence the statements are number 2, 13 and 24 in which the results are the following: statement 2, 2 students affirmed that they love crossword puzzles and other word games and 20 students did not feel attractive to do it. Statement 13, 2 students declared that they find easy writing assignments and 20 students did not find easy, the last statement for this intelligence is 24 and the result was that only 1 student expressed that read for pleasure every day and 21 of them did not like to do it. Table 11 explains the results of the statements.

Table 11

VERBAL LINGUISTIC INTELLIGENCE			
No.	STATEMENT	YES	NO
2	I love crossword puzzles and other word games.	2	20
13	Written assignments are usually easy for me.	2	20
24	I read for pleasure every day.	1	21

Another intelligence measured was musical the statements for this intelligence were 1, 7 and 15 in which the results are the following: statement 1, 8 students affirmed that they enjoy singing and sing well and 14 students did not feel attractive to do it. Statement 7, 13 students confirmed that they often listen to music in their free time and 9 students did not listen to it, the last statement for this intelligence is 15 and the result was that 9 students like to play a musical instrument or would like to and 13 of them did not like to do it. Table 12 explains the results of the statements.

Table 12

MUSICAL INTELLIGENCE			
No.	**STATEMENT**	**YES**	**NO**
1	I enjoy singing and I sing well.	8	14
7	I often listen to music in my free time.	13	9
15	I play a musical instrument (or would like to).	9	13

Spatial and visual intelligence was the next intelligence measured the statements for this intelligence was the following 4, 6 and 19 in which the results are the following: statement 4, 13 students affirmed that charts, maps, and graphic organizers help them learn and 9 students found difficult to learn through those graphics. Statement 6, 13 students confirmed that they enjoy art, photography, or to do craft projects and 9 students did not enjoy them, the last statement for this intelligence is 19 and the result was that 14 students love painting, drawing, or designing on the computer and 8 of them did not find it interesting.

Table 13 explains the results of the statements.

Table 13

SPATIAL AND VISUAL INTELLIGENCE			
No.	STATEMENT	YES	NO
4	Charts, maps, and graphic organizers help me learn.	13	9
6	I enjoy art, photography, or doing craft projects.	13	9
19	I love painting, drawing, or designing on the computer.	14	8

The next intelligence was bodily-kinesthetic and the statements that helped to recognize students' likes and dislikes are number 12, 16 and 18 in which the results are the following: statement 12, 15 students affirmed that they love projects that involve acting or moving their bodies and 7 students did not like it. Statement 16, 13 students stated that they are good at physical activities like sports or dancing and 9 students did not like that, the last statement for bodily-kinesthetic intelligence is 18 and the result was 17 students thought that the best way to learn is by doing hands-on activities and 5 of them did not want to do it. Table 14 explains the results of the statements.

Table 14

BODILY-KINESTHETIC INTELLIGENCE			
No.	STATEMENT	YES	NO
12	I love projects that involve acting or moving.	15	7
16	I am good at physical activities like sports or dancing.	13	9
18	My best way to learn is by doing hands-on activities.	17	5

Interpersonal intelligence was the next one; the statements are number 5, 8 and 20 in which the results are the following: statement 5, 18 students confirmed that they learn best when they can talk over a new idea and only 4 students did not find this useful. Statement 8, 18 students affirmed that get along well with different types of people and 4 students did not find easy to get along with other people, the last statement for this intelligence is 20

and the result was that 18 students expressed they often help others without being asked and 4 of them did not do it. Table 15 explains the results of the statements.

Table 15

INTERPERSONAL INTELLIGENCE			
No.	**STATEMENT**	**YES**	**NO**
5	I learn best when I can talk over a new idea.	18	4
8	I get along well with different types of people.	18	4
20	I often help others without being asked.	18	4

The last intelligence measured was intrapersonal intelligence and the results were the following: in question number 3, 9 students expressed that they like spending time by themselves and 13 of them did not find it interesting, in question 9, 13 students affirmed that they think about their goals and dreams for the future and 9 did not, and finally question 23, 10 students confirmed that they think is important to analyze their ideas and 12 of them did not care about it. Table 16 explains the results of the statements.

Table 16

INTRAPERSONAL INTELLIGENCE			
No.	**STATEMENT**	**YES**	**NO**
3	I like spending time by myself.	9	13
9	I often think about my goals and dreams for the future.	13	9
23	Having quiet time to think over ideas is important to me.	10	12

3.4.4 IDENTIFICATION OF STUDENTS PER INTELLIGENCES

Based on the results of the questionnaire, the most relevant intelligences in the classroom were identified; to do this, the score of each student was divided in two groups. Those students that wrote the statements the numbers from 0-2 were considered as if they did not like it and those who decided to write from 3-5 were considered as if they liked it. As results, strengths in interpersonal and naturalistic intelligences were the highest followed by spatial and bodily- kinesthetic intelligences and weaknesses in musical and intrapersonal intelligences were found, but the lowest grades were logical mathematic and linguistic intelligences. The following graphics show in detail each intelligence results.

Graphic 29 shows the results of students that developed naturalistic intelligence.

Graphic 29
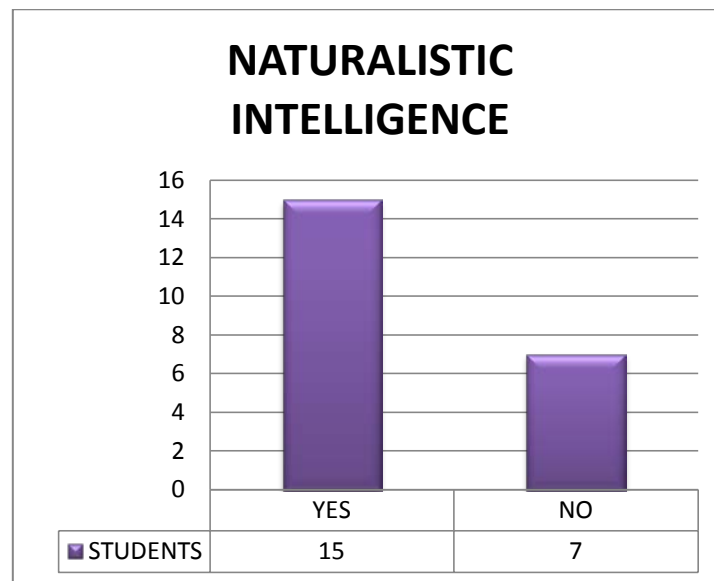
According to the results of the questionnaire to identify students' multiple intelligences, 15 students have naturalistic intelligence while the 7 students do not.

Graphic 30 shows the results of students that developed logical mathematical intelligence.

Graphic 30

According to the results of the questionnaire to identify students' multiple intelligences, no student has logical mathematical intelligence while 22 students do not.

Graphic 31 shows the results of students that developed linguistic intelligence.

Graphic 31

According to the results of the questionnaire to identify students' multiple intelligences, 1 student has the linguistic intelligence while 21 students do not.

Graphic 32 shows the results of students that developed musical intelligence.

Graphic 32

According to the results of the questionnaire to identify students' multiple intelligences, 4 students have the musical intelligence while 18 students do not.

Graphic 33 shows the results of students that developed spatial intelligence.

Graphic 33
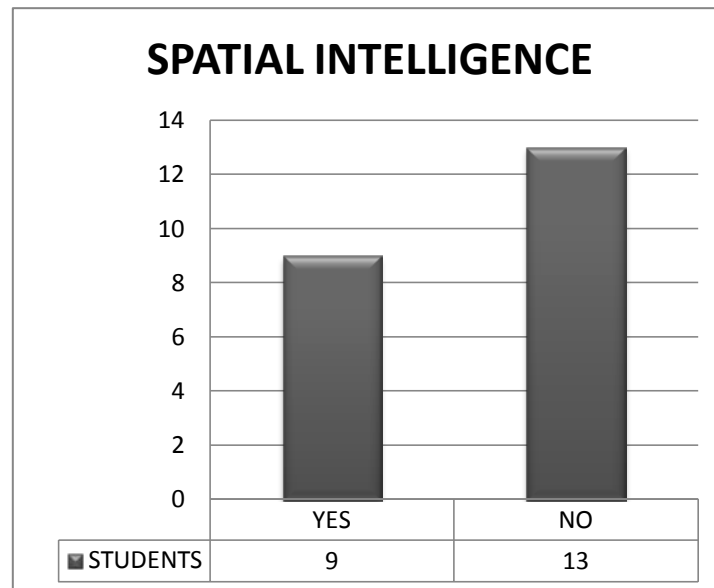
According to the results of the questionnaire to identify students' multiple intelligences, 9 students have the spatial intelligence while 13 students do not.

Graphic 34 shows the results of students that developed bodily- kinesthetic intelligence.

Graphic 34
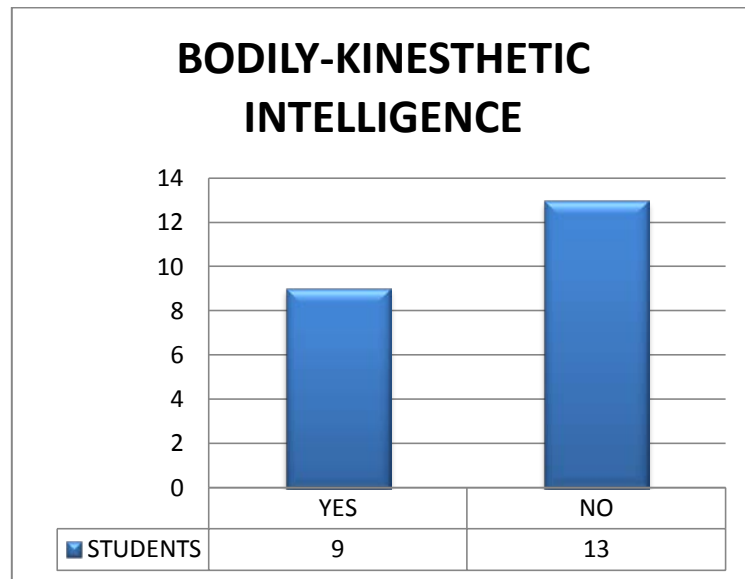
According to the results of the questionnaire to identify students' multiple intelligences, 9 students have the bodily-kinesthetic intelligence while 13 students do not.

Graphic 35 shows the results of students that developed interpersonal intelligence.

Graphic 35
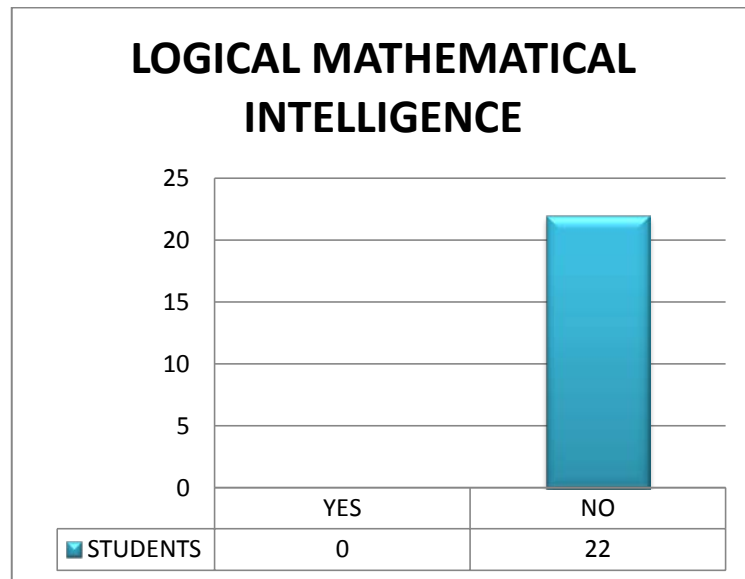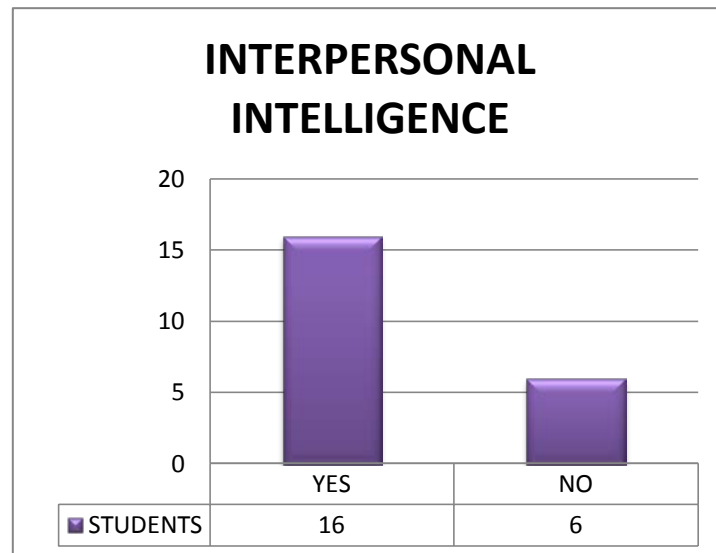

According to the results of the questionnaire to identify students' multiple intelligences, 16 students have the interpersonal intelligence while 6 students do not.

Graphic 36 shows the results of students that developed intrapersonal intelligence.
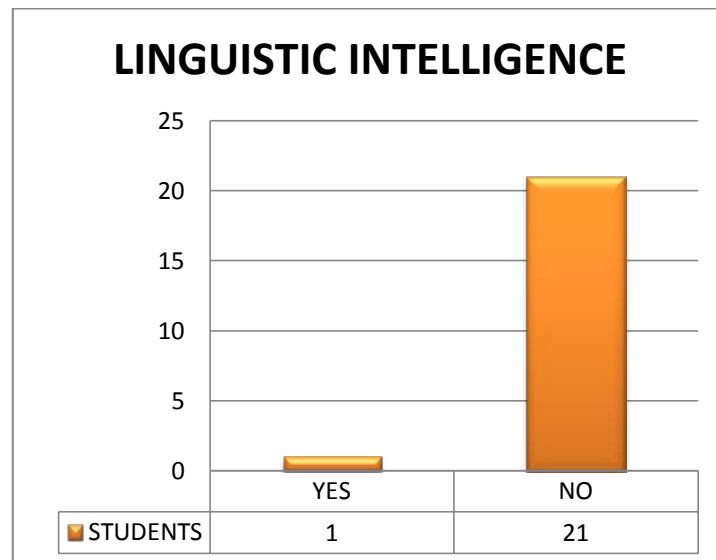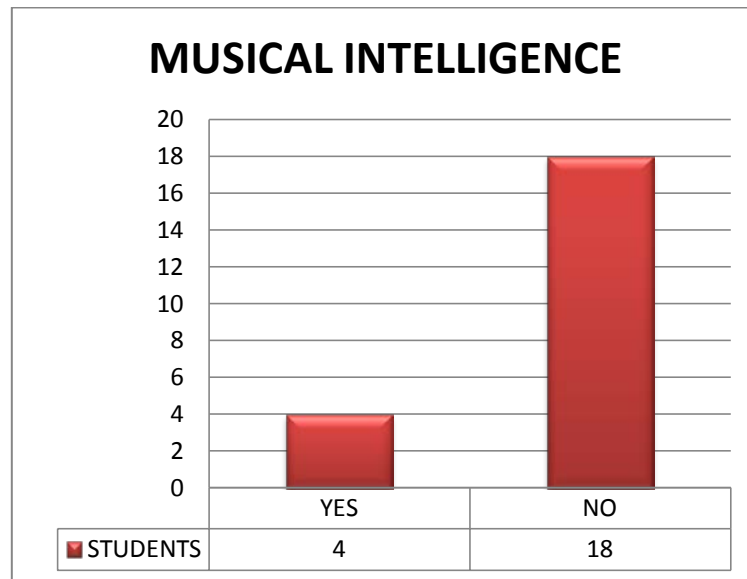
Graphic 36
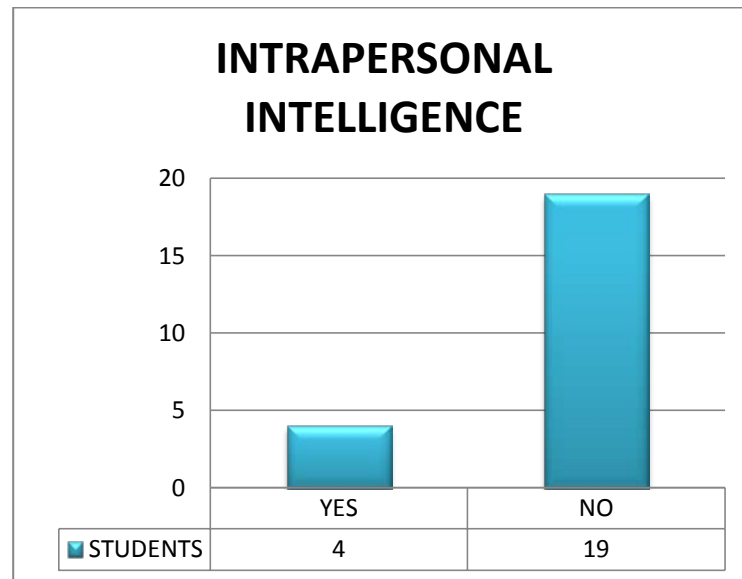
According to the results of the questionnaire to identify students' multiple intelligences, 4 students have the intrapersonal intelligence while 19 students do not.

McKenzie, cited by Seyyed Ayatollah Razmjoo, said that multiple intelligences consist of three principal domains: the analytical, introspective and interactive, which main objectives are to organize understanding and to identify how the intelligences work with one another (McKenzie, 2002). In this project these three domains were shown in the results of the students.

The analytic domain is the first one; it consists in logical, musical and naturalist intelligences. These intelligences promote the process of analyzing and incorporating knowledge presented to the learners. The results of the questionnaire demonstrate that 15 students out of 22 got naturalistic intelligence as one of their strengths. It shows that most of the students in the classroom analyze and combine knowledge using an existing scheme. Even thought, naturalistic is the most recent addition to Gardner's theory it has covered a

lot of importance. According to Gardner, individuals who are high in this type of intelligence are good at categorizing and cataloging information easily.

Based on the results that students of 6th year of general basic education got, it is demonstrated that 68% percent of students possess this intelligence and style of learning. The following graphic shows the result in percentage of Naturalistic intelligence in students of 6th year of general basic education.

Graphic 37
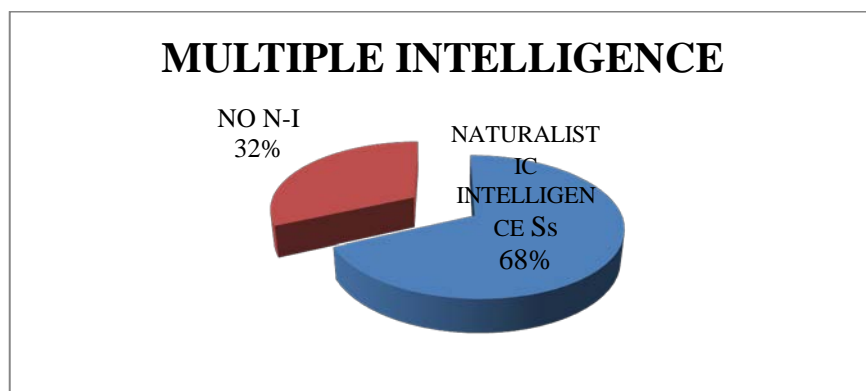
The next domain is the interactive. It consists in the linguistic, interpersonal and kinesthetic intelligences. Students with this kind of intelligences typically need interaction to achieve understanding. McKenzie, cited by Seyyed Ayatollah Razmjoo, said that even if a student completes a task individually, he or she takes other opinions in order to create a feedback or a conclusion, or it may be of great help for others to understand the point of the assignment. (McKenzie, 2002).

The results of the questionnaire demonstrate that 16 students out of 22 got one of the intelligence that constitutes the interactive domain; it is interpersonal intelligence. It shows that most of the students have the ability to interact with others and understand them. Based on the results students of 6th year of general basic got, it is demonstrated that 73% percent of students possess this intelligence and style of learning.

The following graphic shows the result in percentage of interpersonal intelligence in students of 6th year of general basic education.

Graphic 38

MULTIPLE INTELLIGENCE

NO I-I
27%

INTERPERSONAL INTELLIGENCEss
73%
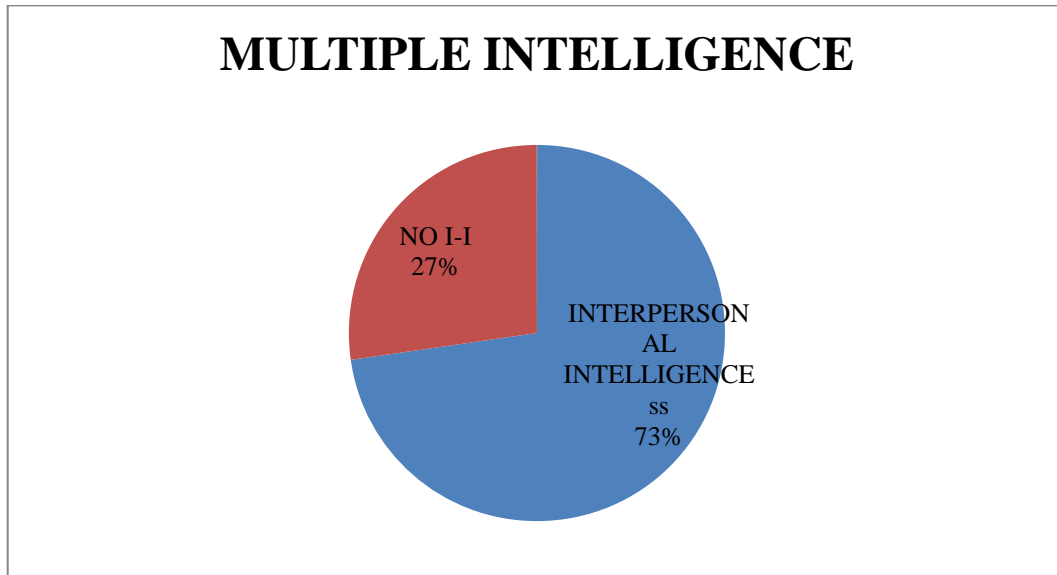
The last domain according to McKenzie is the introspective domain that consists in the following intelligences: existential, intrapersonal, and visual intelligences. These intelligences are characterized as introspective because they require a looking inward by the learner, an emotive connection to their own experiences and beliefs in order to make sense of new learning (McKenzie, 2002).

The results of the questionnaire demonstrate that there are not many students with these intelligences as strengths. For example Spatial and visual intelligence which is the one that has more results shows that 9 students out of 22 have this intelligence. It also shows that these students find hard to follow spoken directions, explanations or instructions, but they are good at pictures, charts or other visual aids to understand better. Based on the results students of 6th year of general basic education got, it is demonstrated that 41% percent of students possess this intelligence and style of learning and 59% do not.

The following chart shows the results in percentage of Visual and Spatial intelligence in students of 6th year of general basic education.

Graphic 39
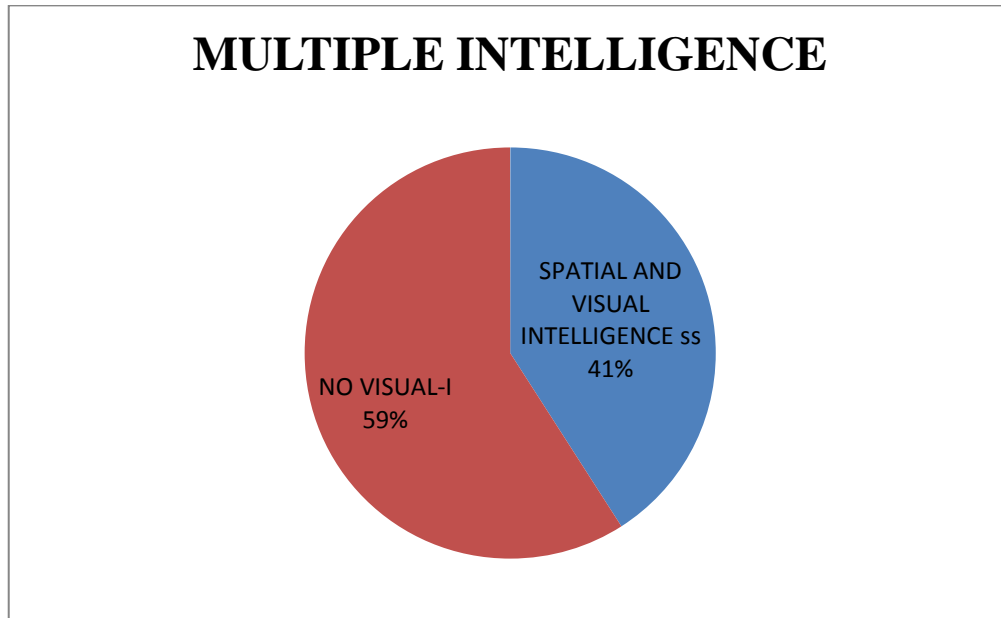
The following graphic shows the percentages of all the intelligences obtained by the 22 students.

Graphic 40
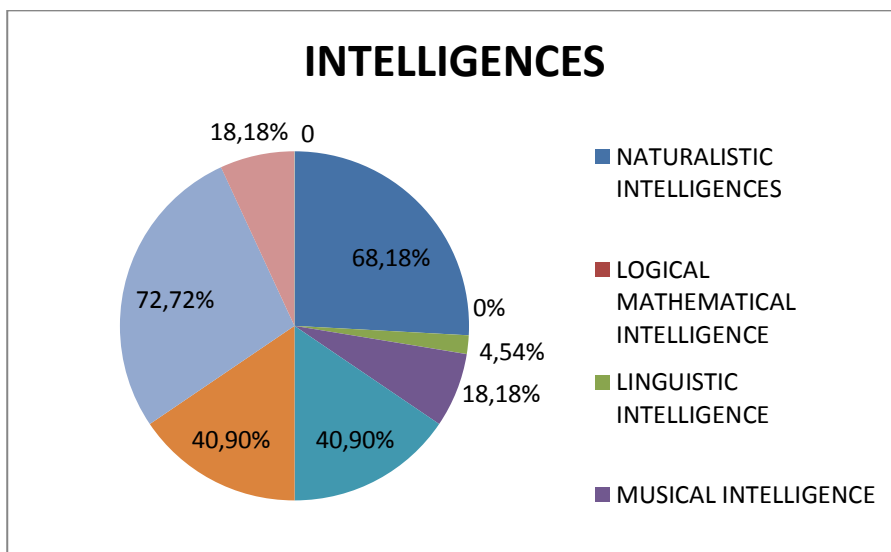
For example, 15 students had affinity with the Naturalistic intelligence (68.18%) while 7 students did not. Any students had affinity with the Logical Mathematical Intelligence (0%). One student had affinity with the Linguistic Intelligence (4.54%) while 21 students did not. Four students had affinity with the Musical intelligence (18.18%) while 18 students did not. Nine students had affinity with the spatial intelligence (40.9%) while 13 students did not. Nine students had affinity with the Bodily Kinesthetic Intelligence (40.9%) while 13 students did not. Sixteen students had affinity with the Interpersonal intelligence (72.72%) while six students did not. Four students had affinity with the Intrapersonal Intelligence (18.18%) while 18 students did not. Finally, this graphic showed the final results of the intelligences got by the students after the application of the questionnaire and this application helped us to develop the activities according to the students' interest.

The percentages of each intelligence was obtained by the rule of three which is a mathematical procedure used to obtained exact results. For, instance in Naturalistic intelligence 15 students agreed with this intelligence, so this amount is multiply by 100 and divided by 22 and the percentage obtained is 68.18% , the same procedure is apply with the rest of intelligences.

3.5 RESOURCES, TIMELINE, AND BUGDET

3.5.1   RESOURCES

The resources that we used in our research project were the following:

Table 17 Resources

Equipment
Computer
Printer
Materials and Supplies
Sheets
Ink (blank and color toners)
Office supplies (pencil, pen, eraser, ruler, sharpener, etc.)

3.5.2 TIMELINE

Table 18 shows the Gantt chart for the activities performed during the writing of chapter I. These activities will take eight weeks.

Table 18 Timeline Chapter I

	CHAPTER I					
	ACTIVITIES	WEEKS 1-3	WEEK 4	WEEK 5-6	WEEK 7	WEEK 8
1	SEARCH THE DATA	(-----)				
2	REVISE THE INFORMATION	(-----)				
3	WRITE THE DRAFT		(-----)			
4	EDIT THE INFORMATION			(-----) (-----)		
5	REVIEW THE INFORMATION				(-----)	(-----)

Table 19 shows the Gantt chart for the activities performed during the writing of chapter II. These activities will take eight weeks.

Table 19 Timeline Chapter II

CHAPTER II						
	ACTIVITIES	WEEKS 9-12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
1	SEARCH THE DATA	(-----)				
2	DRAFT SCRIPT	(-----)				
3	WRITE THE LITERATURE REVIEW	(-----)				
4	WRITE THE RESEARCH METHODOLOGY		(-----)			
5	REVISE THE CONTENT			(-----)		
6	EDIT THE INFORMATION				(-----)	
7	REVIEW THE INFORMATION				(-----)	
8	FINAL EDIT					(-----)

Table 20 shows the Gantt chart for the activities performed during the writing of chapter III. These activities will take four weeks.

Table 20 Timeline Chapter III

CHAPTER III					
ACTIVITIES	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21
1 DESIGN A QUESTIONNAIRE FOR STUDENTS		(-)			
2 CHECK THE QUESTIONNAIRE		(--)			
3 DESIGN A PRE AND POST TEST		(--)	(---)		
4 DESIGN LESSON PLAN			(--)		
5 ADMINISTERS THE PRE TEST				(-)	
6 APPLICATION OF THE LESSON PLAN				(---)	
7 ADMINISTERS THE POST TEST				(-)	
8 GRADE THE PRE AND POST TEST					(--)
9 STATISTICAL ANALYSIS OF THE PRE AND POST TEST					(---)

Table 21 shows the Gantt chart for the activities performed during the writing of chapter IV. These activities will take four weeks.

Table 21 Timeline Chapter IV

	CHAPTER IV					
	ACTIVITIES	WEEK 22	WEEK 23	WEEK 24	WEEK 25	WEEK 26
1	LOOK FOR BIBLIOGRAPHIC INFORMATION	(--)				
2	REVISE THE CONTENT	(---)	(---)			
3	EDIT THE INFORMATION		(--)	(--)		
4	REVIEW THE INFORMATION			(---)	(--)	
5	FINAL EDIT				(---)	

3.5.3   BUDGET

Budget Summary

Funding Agents: Tania Rodriguez Cedeño and Carolina Silva Berrúz

Work Package Time: Six months

Dates from: February, 2014 –August , 2014

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Category	Sub-totals	TOTALS
1.- Travel		
Transportation	25*2	50.00
2.- Equipment		
Computer	2	800.00
Printer	2	200.00
3.- Materials and Supplies		
Sheets	3	12.00
Ink (blank and color toners)	23*4	92.00
Office supplies (pencil, pen, eraser, ruler, sharpener, etc)		50.00
4.- Contracted Services		
Photocopy services	800*0.03	24.00

GRAND TOTAL $1228.00

4. FINAL CONCLUSIONS

4.1 CONCLUSIONS

The main subject of discussion in this research study was the following:

How the application of the multiple intelligences activities based on Gardner's theory increased students' performance in English classes.

After reading Gardner's theory we got to know the type of intelligences our students have got with simple statements through a questionnaire that we devised during our stay in school. We could clearly notice preferences and affinities to certain abilities towards learning which would help us to select the best activities based on students' strengths. This research study proved that the educational intervention using the multiple intelligences activities was effective because the achievement of the students improved in a remarkable average.

For example, the principals viewed the application of the activities based on each student's intelligences as effective. Before the application of the multiple intelligences activities in class, the principals realized that students did not get good performance in English. They could see this through report cards and academic meetings. They also carefully listened to teachers' complaints about students' behavior in class. What is more, before the application of these activities, students were evaluated by means of a pre-test in which 16 students out of 22 were below the expected grade (70). Taking all these points into consideration, when we asked to apply our innovating project, they gave us the required permission. So after the application of activities based on their most remarkable strengths, 6 students got the expected grade (70) and the rest of the students got more than that. When the results were showed to the principals, they concluded that the use of appropriate activities in class enhanced students' performance avoiding misbehavior, lack

of attention during classes, and low participation during the process of learning. So the principals demanded teachers to apply these activities in the classes in order to improve.

We took into consideration teachers' opinions and conclusions. As we worked our project with students of 6th year of basic education, we worked together with their English teacher. Before we explained the purpose of our project, the teacher indicated us what the common grades were; these were low grades. Then the teacher showed us the students with certain kind of misbehavior, and lack of attention. During the classes, using the appropriate activities, the teacher realized that students participated in class, enjoyed the lessons, and what is more, they enjoyed each activity given. After the application of the multiple intelligences activities taking into consideration students' likes and dislikes the teacher felt amazed with the students' grades and performance. A short interview demonstrated that half of the teachers think that their students are not aware of their abilities or intelligences. The rest of the teachers reported not being sure or knowing whether or not their students are aware of their intelligences. On the other hand, the rest of the teachers stated that they knew their own abilities, although they had never taken a test. The 6th year teacher agreed that the use of multiple intelligences activities during the process of learning enhanced students' motivation and performance. But the teacher also added that the institution demands them to increase students' learning, but it does not have the necessary resources. For example, English teachers do not have computers to look for information; also they have to cover the units established in the syllabus they received at the beginning of the school year from the principals. Most teachers agreed that the use of these activities increased the students' language learning for sure. On the other hand, they expressed the difficulties such as lack of supporting material and time to put them into practice.

After that, we analyzed the parents' opinions. At the beginning, they did not feel comfortable that strange people observed and stayed with their children. But when they heard their kids' comments about the class, they realized that it was a good idea from the institution and principals to allow us to develop our project. Parents suggested to implement the activities based on students' strengths not only in English subject but also in the rest of the subjects because they wanted their children to love going to school and study.

Finally, our main sample (students) was observed during the process of our research project. When we started the first class, they felt shy to see new people, but then they started to concentrate in the kind of activities we delivered so they felt attracted to the class. Students realized that there are a lot of activities to learn a topic and they like that. They enjoyed each lesson, they participated a lot, and they did not get distracted. It made the class useful for them and for us as teachers because we got the expected results according to the implementation of multiple intelligences activities in class.

To sum up, we can conclude that the use of multiple intelligences activities in classes give excellent results in the students' process of learning. However, it is necessary to acknowledge that the institution does not have the appropriate material to allow teachers to apply these activities. Also teachers appreciated some material given, but some of them are used to teaching in a traditional way. The teacher talks and students repeat, so they need to update their skills and abilities to enhance students' language learning. Teachers need to know that giving feedback, assessing and evaluating students is also included in the process of learning. In the case of parents, they also play an important role in the process of learning; they have to observe their children's likes and dislikes, how they learn better or what they find interesting to do or not to do. By doing so, parents would be able to

inform the teacher so they can take those aspects into consideration at the moment of teaching.

The results obtained in this research showed that students of 6th year of general basic education at Unidad Educativa "Abaris" had affinity with interpersonal and naturalistic intelligence; that is the reason why they enjoyed activities such as interacting with their partners, classifying and categorizing activities, grouping activities, and activities outside the classroom. In addition, the majority of the teachers reported that the use of pair and group work activities in classes gave excellent results, especially with students that developed interpersonal intelligence. Teachers realized that students understood and remembered language points better. They also expressed that multiple intelligences activities keep students active and involved in the class.

4.2 PROBLEMS AND LIMITATIONS

Some limitations were present at the moment of performing this research study. For example, the time spent on this project was larger than the time we expected. One more limitation was the number of students; it was too small to separate it into experimental and control group; so it was not possible to make a comparison between the group that was exposed to the conditions of the experiment and the group that was not. Taking these limitations into consideration, we did the necessary arrangements to perform the process of this project in the proper way.

4.3 RECOMMENDATIONS

Based on the findings and limitations, several recommendations for further research are made in order to apply it in the field of education.

First, the theory used in our project, which we strongly recommend because of the effectiveness it showed when applying it appropriately, should be used by teachers due to the ease and effects it brings on to the class environment to successfully shape students' attainment; above all, the emotions we grow in kids; that feeling of getting acquainted with the unknown, that is students discover by their own means the tools we have just sparked off in them.

 In addition, the curriculum should be designed according to the multiple intelligences theory. There should be more time to spend on Multiple intelligences activities. Also, the curriculum should be planned according to the interests and tendency of students. Their multiple intelligences should be observed when we apply this theory in class. Previous to the application of the Multiple Intelligences Theory, it is necessary to get to know as much information based on this theory and the characteristics of the intelligences. This information will be of great help to understand the purpose of it. It is recommended that curriculum developers, whether teacher educators or classroom teachers; including English teachers use this information got in the project as a basis to implementing this method in their classes, so they can use it for evaluating and updating their way of teaching.

Furthermore, teachers must be familiar with the correct material that will be used in the classroom. They should devise a well done questionnaire based on Gardner's theory to be applied before implementing the activities in class. It is also important to know the characteristics of the students regarding their likes and dislikes, learning styles, needs and potentials. It is very important to train the teachers to use the most relevant and useful

activities based on multiple intelligences. Although, Gardner's Multiple Intelligence theory can be applied in most of the fields, it is used more by more educators and psychologists.

Second, the focus of this study was limited to the Unidad Educativa "Abaris". This project was conducted for primary education, but we recommend that this research should be expanded to older graders or similar researches may be conducted using different grade levels and different courses adapting it to their realities; for example, in teenagers we can bring up things like fashion talk, music talk, role playing, imagine what is best for a situation, and stuffs like this in order to make each students have stake in the classroom so they make use of their strengths. Also, the sample of the students and the courses was restricted; we suggest having two groups; one experimental group and one control group, in which we can make comparisons about how well the students are progressing according to the techniques used. This will let us know, if the methods applied have to be change or not.

Third, the activities and time used in the research is important for teachers. They should implement this theory from the very beginning of the school year. It can be very useful for students to get familiar with this theory and activities. We, as teachers, need to know that the chosen activities have to be precise not too long or too short. They do not have to be too difficult or too easy, so the activities have to be according to the needs and characteristics of the students to be carried out in a smooth way. Regarding time, it plays a fundamental factor in the development of the activities. This project was carried out only two hours a week for English class and the teacher was under pressure to cover content in order to achieve the goal of the research.   We recommend planning the lessons and arranging the schedule to have more time to develop the Multiple Intelligences activities.

Fourth, the data collection and resources of the institution were very important during the development of the study. Once more, it was also very regarding to collect all the necessary information from students to obtain reliable results. As many students were absent some days, they did not develop some activities that were important when they have to do the test.

According to the research questions, we recommend to get to know what the strengths and weaknesses of the students are before getting on the ride of a project so one could be acquainted what activities have to be used in the project. After knowing what activities one is going to use according to the students' needs, it is important to know the characteristics of the activities which have to be very interesting; that is, they should engage the students, they have to be related with the area which we want to reinforce, and also they have to be related to the four skills (Listening, reading, writing, and speaking). This study can also be conducted for a long period of time to obtain better results in the instruction.

This study has more practical than theoretical value because it can be applied to the distinct classroom teaching. It is important to update the teachers' knowledge in order to make the English teaching relevant.

In conclusion, as time progresses, it will be interesting to see further development and research on incorporating the Multiple Intelligences Theory into different levels of proficiency in several classrooms. The Multiple Intelligence theory has made significant changes in how teachers view and assist students in learning; specially for teachers, there should be in-service training to make them aware of multiple intelligences on achievement and differences of students in the way they learn and to train teachers how to develop curricular activities to enhance learners' strengths and remedy their weakness.

Teaching using the Multiple Intelligences Theory in the classroom is creating a new environment similar to the real-world where all children can be successful by their own efforts and capabilities with the help of the teacher only as a facilitator and guide of the students' learning. A belief necessary for this change to take place is related to change the traditional education systems that usually place a strong emphasis on the development and use of verbal and mathematical intelligences. Thus, the Theory of Multiple Intelligences implies that educators should recognize and teach to a broader range of talents and skills, with even more research, exposure, and implementation of the Multiple Intelligence theory to differentiate instruction; we can look forward to even more success and greater achievement for students in the classroom.

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APPENDICES

Appendix A

Multiple Intelligence Survey for Kids
By Laura Candler

Name _____

Getting To Know You Survey

Directions:
Fold the paper on the dark vertical line so that the eight columns on the right are folded back. Then read each statement below. Rate each statement from 0 to 5 according to how well the description fits you (0 = Not at All to 5 = Very True) Next unfold the paper and transfer each number over to the outlined block on the same row. Finally, add the numbers in each column to find the total score for each multiple intelligence area. The highest possible score in one area is 15. How many ways are you smart?

Which of the following are true about you?	0-5	Naturalist	Mathematical-Logical	Verbal-Linguistic	Musical-Rhythmic	Visual-Spatial	Bodily-Kinesthetic	Interpersonal	Intrapersonal
I enjoy singing and I sing well.					□				
I love crossword puzzles and other word games.				□					
I like spending time by myself.									□
Charts, maps, and graphic organizers help me learn.						□			
I learn best when I can talk over a new idea.								□	
I enjoy art, photography, or doing craft projects.						□			
I often listen to music in my free time.					□				
I get along well with different types of people.								□	
I often think about my goals and dreams for the future.									□
I enjoy studying about the earth and nature.		□							
I enjoy caring for pets and other animals.		□							
I love projects that involve acting or moving.							□		
Written assignments are usually easy for me.				□					
I can learn new math ideas easily.			□						
I play a musical instrument (or would like to).					□				
I am good at physical activities like sports or dancing.							□		
I like to play games involving numbers and logic.			□						
My best way to learn is by doing hands-on activities.							□		
I love painting, drawing, or designing on the computer.						□			
I often help others without being asked.								□	
I enjoy being outside in all types of weather.		□							
I love the challenge of solving a difficult math problem.			□						
Having quiet time to think over ideas is important to me.									□
I read for pleasure every day.				□					
Totals →									

Nature Math Word Music Art Body People Self

3

Multiple Intelligence Survey for Kids (Spanish)

NOMBRE: _____

DATE: _____ **COURSE:** _____

INSTRUCCIONES:
- Dobla el papel en la línea vertical oscura de manera que las ocho columnas a la derecha se pliega hacia atrás. A continuación, lea cada declaración.
- Califique cada afirmación de 0 a 5 de acuerdo a qué tan bien el descripción que encaja (0 = nada a 5 = Muy cierto)

¿Cuáles de las siguientes oraciones son verdaderas acerca de ti?	0-5	Naturalista	Lógica - matemática	Lingüística	Musical	Espacial	Corporal - Kinestésica	Interpersonal	Intrapersonal
1.- Disfruto cantando y canto bien.									
2.- Adoro los crucigramas y otros juegos de palabras.									
3.- Me gusta pasar tiempo solo.									
4.- Los carteles, mapas y organizadores gráficos me ayudan a aprender.									
5.- Aprendo mejor cuando puedo hablar sobre una nueva idea.									
6.- Disfruto del arte, la fotografía, o hacer trabajos manuales.									
7.- A menudo escucho música en mi tiempo libre.									
8.- Me llevo bien con diferentes tipos de personas.									
9.- A menudo pienso en mis metas y sueños para el futuro.									
10.- Me gusta estudiar acerca de la tierra y la naturaleza.									
11.- Disfruto cuidar mascotas y otros animales.									
12.- Me encantan los proyectos que implican actuar o moverse.									
13.- Los trabajos escritos suelen ser fácil para mí.									
14.- Puedo aprender nuevas ideas matemáticas con facilidad.									
15.- Yo interpreto a un instrumento musical (o me gustaría).									
16.- Soy bueno en actividades físicas como deportes o bailar.									
17.- Me gusta jugar a juegos con números y la lógica.									
18.- Mi mejor manera de aprender es haciendo actividades prácticas.									
19.- Me encanta la pintura, el dibujo o el diseño en la computadora.									
20.- A menudo ayudo a otros sin que me pregunten.									
21.- Me gusta estar al aire libre en todo tipo de clima.									
22.- Me encanta el reto de resolver un problema matemático difícil.									
23.- Me gusta pasar un tiempo a solas para pensar en ideas es importante para mí.									
24.- Leo por placer todos los días.									

NOMBRE: Carlos Andrés Macías López.

FECHA: January 09, 2014   CURSO: 6to

INSTRUCCIONES:

- Dobla el papel en la línea vertical oscura de manera que las ocho columnas a la derecha se pliega hacia atrás. A continuación, lea cada declaración.
- Califique cada afirmación de 0 a 5 de acuerdo a qué tan bien el descripción que encaja (0 = nada a 5 = Muy cierto)

¿Cuáles de las siguientes oraciones son verdaderas acerca de ti?	0-5	Naturalista	Lógica - matemática	Lingüística	Musical	Espacial	Corporal - Kinestésica	Interpersonal	Intrapersonal
1.- Disfruto cantando y canto bien.	5				5				
2.- Adoro los crucigramas y otros juegos de palabras.	3			3					
3.- Me gusta pasar tiempo solo.	0								0
4.- Los carteles, mapas y organizadores gráficos me ayudan a aprender.	5					5			
5.- Aprendo mejor cuando puedo hablar sobre una nueva idea.	5							5	
6.- Disfruto del arte, la fotografía, o hacer trabajos manuales.	4					4			
7.- A menudo escucho música en mi tiempo libre.	3				3				
8.- Me llevo bien con diferentes tipos de personas.	5							5	
9.- A menudo pienso en mis metas y sueños para el futuro.	5								5
10.- Me gusta estudiar acerca de la tierra y la naturaleza.	3	3							
11.- Disfruto cuidar mascotas y otros animales.	5	5							
12.- Me encantan los proyectos que implican actuar o moverse.	4						4		
13.- Los trabajos escritos suelen ser fácil para mí.	3			3					
14.- Puedo aprender nuevas ideas matemáticas con facilidad.	5		5						
15.- Yo interpreto a un instrumento musical (o me gustaría).	5				5				
16.- Soy bueno en actividades físicas como deportes o bailar.	3						3		
17.- Me gusta jugar a juegos con números y la lógica.	2		2						
18.- Mi mejor manera de aprender es haciendo actividades prácticas.	5						5		
19.- Me encanta la pintura, el dibujo o el diseño en la computadora.	3					3			
20.- A menudo ayudo a otros sin que me pregunten.	5							5	
21.- Me gusta estar al aire libre en todo tipo de clima.	4	4							
22.- Me encanta el reto de resolver un problema matemático difícil.	5		5						
23.- Me gusta pasar un tiempo a solas para pensar en ideas es importante para mí.	3								3
24.- Leo por placer todos los días.	3			3					
		12	12	9	(13)	12	12	(15)	8

NOMBRE: Griselda Maria Salvatierra M

FECHA: (0-5) January 09 **CURSO:** 6° Basica

INSTRUCCIONES:

- Dobla el papel en la línea vertical oscura de manera que las ocho columnas a la derecha se pliega hacia atrás. A continuación, lea cada declaración.
- Califique cada afirmación de 0 a 5 de acuerdo a qué tan bien el descripción que encaja (0 = nada a 5 = Muy cierto)

¿Cuáles de las siguientes oraciones son verdaderas acerca de ti? 0-5		Naturalista	Lógica - matemática	Lingüística	Musical	Espacial	Corporal - Kinestésica	Interpersonal	Intrapersonal
1.- Disfruto cantando y canto bien.	5				5				
2.- Adoro los crucigramas y otros juegos de palabras.	4			4					
3.- Me gusta pasar tiempo solo.	2								2
4.- Los carteles, mapas y organizadores gráficos me ayudan a aprender.	5			4		5			
5.- Aprendo mejor cuando puedo hablar sobre una nueva idea.	4							4	
6.- Disfruto del arte, la fotografía, o hacer trabajos manuales.	5					5			
7.- A menudo escucho música en mi tiempo libre.	5				5				
8.- Me llevo bien con diferentes tipos de personas.	5							5	
9.- A menudo pienso en mis metas y sueños para el futuro.	4								4
10.- Me gusta estudiar acerca de la tierra y la naturaleza.	5	5							
11.- Disfruto cuidar mascotas y otros animales.	3	3							
12.- Me encantan los proyectos que implican actuar o moverse.	5						5		
13.- Los trabajos escritos suelen ser fácil para mí.	5			5					
14.- Puedo aprender nuevas ideas matemáticas con facilidad.	4		4					:	
15.- Yo interpreto a un instrumento musical (o me gustaría).	5				5x				
16.- Soy bueno en actividades físicas como deportes o bailar.	4						4		
17.- Me gusta jugar a juegos con números y la lógica.	3		3						
18.- Mi mejor manera de aprender es haciendo actividades prácticas.	5						5		
19.- Me encanta la pintura, el dibujo o el diseño en la computadora.	5					5			
20.- A menudo ayudo a otros sin que me pregunten.	4							4	
21.- Me gusta estar al aire libre en todo tipo de clima.	2	2							
22.- Me encanta el reto de resolver un problema matemático difícil.	3		3						
23.- Me gusta pasar un tiempo a solas para pensar en ideas es importante para mí.	3								3
24.- Leo por placer todos los días.	5			5					
		10	10	14	15	15	14	13	9

UNIVERSIDAD LAICA VICENTE ROCAFUERTE

ENGLISH SCHOOL

MULTIPLE INTELLIGENCES ACTIVITIES PRE-TEST

Name: _____   **Date:**_____, **2014**   **Time:** *40min.*
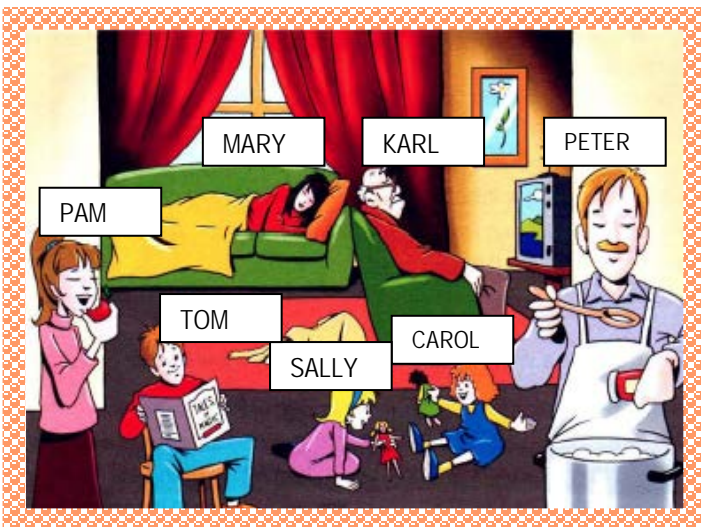
Teacher: _____   **Grade:** | **/ 100** |

Dear students, read the instructions carefully before answering the tasks, and use black or blue pen. It is not allowed to use pencil, liquid corrector or to cross out answers. Those faults will lower your final grade. Good luck!!

A. <u>Write "am", "is" or "are" correctly in the space. (10pts.; 2 pts. each)</u>

1. He _____ singing now.
2. She _____ crying.
3. They _____ wearing skirts today.
4. My friends _____ eating a sandwich.
5. I _____ having a bath.

B. <u>LOOK AT THE PICTURE AND COMPLETE THE SENTENCES WITH THE PRESENT CONTINUOUS TENSE (10pts.; 2 pts. each)</u>

1- MARY ……………………………. (NOT SLEEP) ON THE BED.
2- PETER ……………………………. (COOK)
3- KARL ……………………………. (NOT LISTEN TO) THE RADIO.
4- TOM ……………………………. (READ) A BOOK.
5. PAM ……………………………. (NOT EAT) A SANDWICH.

C. <u>WRITE THE CORRECT FORM OF THE VERBS IN PRESENT CONTINUOUS TENSE (10pts.; 2 pts. each)</u>

1. drive   --------------
2. skate   --------------
3. work   --------------
4. knock   --------------
5. study   --------------

D. <u>ORDER THE WORDS TO WRITE THE SENTENCE CORRECTLY IN PRESENT CONTINUOUS TENSE</u> (10pts.; 2 pts. each)

1. John / ride / his bike   _____
2. A couple / sit / on a bench   _____
3. The children / have / fun / on the see-saw _____
4. John / go / down the slide   _____
5. I / play / in the sandpit   _____

E. **TURN THE FOLLOWING SENTENCES INTO THE NEGATIVE FORM (10pts.; 2 pts. each)**

1. He is spinning the roundabout. _____

2. They are climbing up the frame. _____

3. I am hiding in the tree house. _____

4. She is riding on the swing. _____

5. We are playing with a ball. _____

F. **ASK QUESTIONS WITH THE PRESENT CONTINUOUS TENSE (10pts.; 2 pts. each)**

1. they / play / hide and seek? _____

2. Mum / watch / now/tv? _____

3. are / you / have fun? _____

4. Max / walk / his dog at the park? _____

5. they / sit / on a bench? _____

G. **READ THE TEXT AND COMPLETE IT USING THE PRESENT CONTINUOUS (10pts.; 2 pts. each)**

Hi, Bill. How are you? Well, I _____(write)[1] a letter now because my class is only in the afternoon. My sister Beth _____(sleep)[2] at the moment, she does not have class today. My parents _____ (go)[3] to work. My grandmother Tina lives with us, she _____(watch)[4] her favorite program on TV and My grandfather Robert _____(read)[5] a book.

H. **LOOK AT THE PICTURES AND ANSWER THE FOLLOWING QUESTIONS (10pts.; 2 pts. each)**

1. Is Mary running? _____

2. Are Jane and Mary fighting? _____

3. Is John smelling the flowers? _____

4. Is Paul eating a sandwich? _____

5. Is dad walking? _____

I. COMPLETE THE CROSSWORD. USE THE APPROPRIATE VERB WITHOUT THE –ING FORM. (10pts.; 1.25 pts. each)

1. speaking	5. travelling
2. watching	6. touching
3. climbing	7. seeing/studying
4. listening	8. reading

J. WRITE TRUE SENTENCES USING THE NEGATIVE FORM OF THE PRESENT CONTINUOUS ABOUT YOU AND YOUR CLASSMATES OR FAMILY. (10pts.; 2 pts. each)

1) _____
2) _____
3) _____
4) _____
5) _____

Name: Griselda Salvatierra   **Date:** January 31ST 2014   **Time:** *45min.*

Teacher: miss Tania rodriges   **Grade:** 42 / 100

*Dear students, read the instructions carefully before answering the tasks, and use black or blue pen. It is not allowed to ⎿
pencil, liquid corrector or to cross out answers. Those faults will lower your final grade. Good luck!!*

A. <u>Write "am", "is" or "are" correctly in the space.</u> **(10pts.; 2 pts. each)**   2

1. He _are_ singing now. ✗
2. She _are_ crying. ✗
3. They _are_ wearing skirts today. ✓
4. My friends _is_ eating a sandwich. ✗
5. I _is_ having a bath. ✗

B. <u>LOOK AT THE PICTURE AND COMPLETE THE SENTENCES WITH THE PRESENT CONTINUOUS TENSE</u> **(10pts.; 2 pts. each)** 0
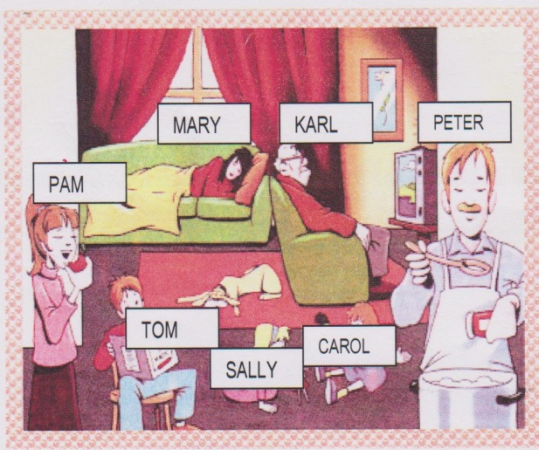
1- MARY _sleep not_ (NOT SLEEP) ON THE BED. ✗
2- PETER _cook_ (COOK) ✗
3- KARL _to listen not_ (NOT LISTEN TO) THE RADIO. ✗
4- TOM _Read_ (READ) A BOOK. ✗
5. PAM _Not eat_ (NOT EAT) A SANDWICH. ✗

C. <u>WRITE THE CORRECT FORM OF THE VERBS IN PRESENT CONTINUOUS TENSE</u> **(10pts.; 2 pts. each)** 10

1. drive   driving ✓
2. skate   Skateing ✓
3. work   Working ✓
4. knock   Knocking ✓
5. study   Studying ✓

D. <u>ORDER THE WORDS TO WRITE THE SENTENCE CORRECTLY IN PRESENT CONTINUOUS TENSE</u> **(10pts.; 2 pts. each)** 0

1. John / ride / his bike   John is rode his bike ✗
2. A couple / sit / on a bench   A couple is sit on a bench ✗
3. The children / have / fun / on the see-saw   Are the is children have fun on the see-saw ✗
4. John / go / down the slide   John is go down the slide ✗
5. I / play / in the sandpit   I play in the sandpit ✗

E. **TURN THE FOLLOWING SENTENCES INTO THE NEGATIVE FORM (10pts.; 2 pts. each)** *10*

1. He is spinning the roundabout. *He is not spinning the roundabout*
2. They are climbing up the frame. *they are not climbing up the frame*
3. I am hiding in the tree house. *I am not hiding in the tree house*
4. She is riding on the swing. *She is not rideng on the swing*
5. We are playing with a ball. *We are not playeng with a ball*

F. **ASK QUESTIONS WITH THE PRESENT CONTINUOUS TENSE (10pts.; 2 pts. each)** *0*

1. they / play / hide and seek? *they is play hide an seek* X
2. Mum / watch / now/tv? *Mum is watch now Tv* X
3. are / you / have fun? *are you is have fun* X
4. Max / walk / his dog at the park? *Max is walk hisdog at the park* X
5. they / sit / on a bench? *theys sit on a bench* X

G. **READ THE TEXT AND COMPLETE IT USING THE PRESENT CONTINUOUS (10pts.; 2 pts. each)** *0*

Hi, Bill. How are you? Well, I *are (write)* X (write)[1] a letter now because my class is only in t afternoon. My sister Beth *is sleep* X (sleep)[2] at the moment, she does not have class today. My parer *is go* X (go)[3] to work. My grandmother Tina lives with us, she *are Wath* X (watch)[4] her favor program on TV and My grandfather Robert *is read* X (read)[5] a book.

H. **LOOK AT THE PICTURES AND ANSWER THE FOLLOWING QUESTIONS (10pts.; 2 pts. each)** *4*

1. Is Mary running? *no She is not*
2. Are Jane and Mary fighting? *no are is not* X
3. Is John smelling the flowers? *yes, He is yes* X
4. Is Paul eating a sandwich? *no, He is not*
5. Is dad walking? *yes, He is yes* X

Dad Paul Sue Jane Tim Mary John
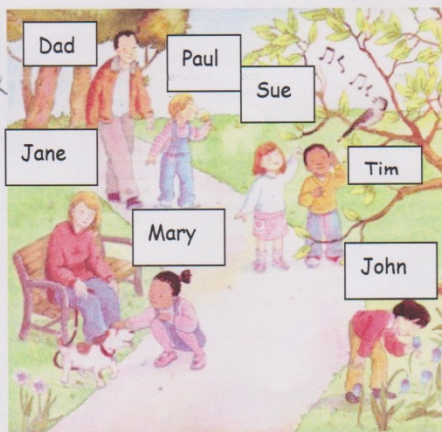
I. COMPLETE THE CROSSWORD. USE THE APPROPRIATE VERB WITHOUT THE –ING FORM. **(10pts.; 1.25 pts. each)**
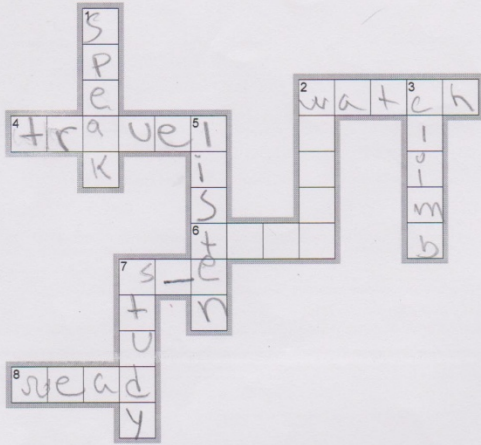
2.75

1.	speaking	5.	listening
2.	watching	7.	seeing/study
3.	climbing	8.	read
4.	travelling		

Crossword answers:
- 1 (down): speak
- 2 (across): watch
- 3 (down): climb
- 4 (across): travel
- 5 (down): listen
- 7 (down): study
- 8 (across): ready

I. WRITE TRUE SENTENCES USING THE NEGATIVE FORM OF THE PRESENT CONTINUOUS ABOUT YOU AND YOUR CLASSMATES OR FAMILY. **(10pts.; 2 pts. each)** 0

1) _____
2) _____
3) _____
4) _____
5) _____

Name: _Jeanne Yaza O._ **Date:** _31/01/_, 2014 **Time:** *45min.*

Teacher: _Tania Rodriguez_ **Grade:** | _39.75_ / 100 |

*Dear students, read the instructions carefully before answering the tasks, and use black or blue pen. It is not allowed to u
pencil, liquid corrector or to cross out answers. Those faults will lower your final grade. Good luck!!*

A. <u>Write "am", "is" or "are" correctly in the space. (10pts.; 2 pts. each)</u>

1. He ___ singing now.
2. She ___ crying.
3. They ___ wearing skirts today.
4. My friends ___ eating a sandwich.
5. I ___ having a bath.

B. <u>LOOK AT THE PICTURE AND COMPLETE THE SENTENCES WITH THE PRESENT CONTINUOUS TENSE (10pts.; 2 pts. each)</u>

1- MARY .... (NOT SLEEP) ON THE BED.
2- PETER .... (COOK)
3- KARL .... (NOT LISTEN TO) THE RADIO.
4- TOM .... (READ) A BOOK.
5. PAM .... (NOT EAT) A SANDWICH.

C. <u>WRITE THE CORRECT FORM OF THE VERBS IN PRESENT CONTINUOUS TENSE (10pts.; 2 pts. each)</u>

1. drive   driving
2. skate   skating
3. work   working
4. knock   knocking
5. study   studying

D. <u>ORDER THE WORDS TO WRITE THE SENTENCE CORRECTLY IN PRESENT CONTINUOUS TENSE (10pts.; 2 pts. each)</u>

1. John / ride / his bike   _John his bike ride_
2. A couple / sit / on a bench   _A couple on a bench sit_
3. The children / have / fun / on the see-saw   _the children have fun on the see-saw_
4. John / go / down the slide   _John go down the slide_
5. I / play / in the sandpit   _I play in the sandpit_

E. TURN THE FOLLOWING SENTENCES INTO THE NEGATIVE FORM (10pts.; 2 pts. each) 6/

1. He is spinning the roundabout. _He is not_ —
2. They are climbing up the frame. _they are not_ —
3. I am hiding in the tree house. _I am not_
4. She is riding on the swing. _she is not_ —
5. We are playing with a ball. _We are not_ —

F. ASK QUESTIONS WITH THE PRESENT CONTINUOUS TENSE (10pts.; 2 pts. each) 0/

1. they / play / hide and seek? _they are not_
2. Mum / watch / now/tv? _He is not_ +
3. are / you / have fun? _they are not_ +
4. Max / walk / his dog at the park? _He is not_ +
5. they / sit / on a bench? _they are not_ +

G. READ THE TEXT AND COMPLETE IT USING THE PRESENT CONTINUOUS (10pts.; 2 pts. each) 0/

Hi, Bill. How are you? Well, I _writing_ + (write)[1] a letter now because my class is only in t afternoon. My sister Beth _sleeping_ +(sleep)[2] at the moment, she does not have class today. My parer _ging_ + (go)[3] to work. My grandmother Tina lives with us, she _watching_ + (watch)[4] her favor program on TV and My grandfather Robert _reading_ +(read)[5] a book.

H. LOOK AT THE PICTURES AND ANSWER THE FOLLOWING QUESTIONS (10pts.; 2 pts. each) 6/

1. Is Mary running? _no, she is not_ /
2. Are Jane and Mary fighting? _Yes they are_ +
3. Is John smelling the flowers? _Yes, he is_ /
4. Is Paul eating a sandwich? _No, he is not_ ✓
5. Is dad walking? _No He is not_ +
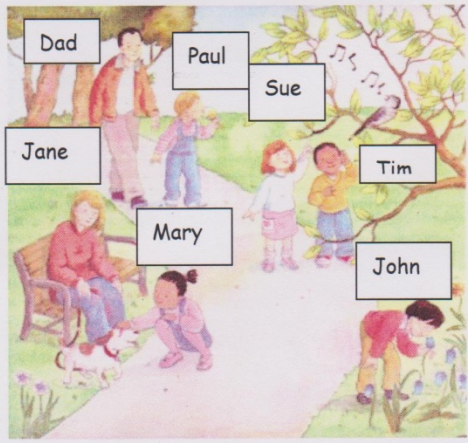
I. COMPLETE THE CROSSWORD. USE THE APPROPRIATE VERB WITHOUT THE –ING FORM. **(10pts.; 1.25 pts. each)**

1. speaking ✓	5. listening ✓
2. watching ✓	7. seeing/study ✓
3. climbing ✓	8. read ✓
4. travelling ✓	

I. WRITE TRUE SENTENCES USING THE NEGATIVE FORM OF THE PRESENT CONTINUOUS ABOUT YOU AND YOUR CLASSMATES OR FAMILY. **(10pts.; 2 pts. each)**

1) He in the soccer ✗
2) theano munaing now ✓
3) Shd no muvies ✗
4) M friends are eating a sandwich ✓
5) He is having a bath ✓

Appendix C

UNIDAD EDUCATIVA "ABARIS"
LESSON PLAN

DATE: JANUARY , 2014		
AREA: INSTRUMENTAL	**SUBJECT:** LANGUAGE ARTS	**TEACHERS:** TANIA RODRIGUEZ CAROLINA SILVA
UNIT: SIX	**COURSE:** 6TH BASIC EDUCATION	**TIME :** 40 MINUTES

OBJECTIVES :
- The student will be able to distinguish between the uses of the present and present continuous verb tenses.
- The student will produce sentences correctly using the present continuous verb tense.

PROCEDURE	**MATERIALS**	**TIME**
WARM UP The teacher will elicit information from the students on how to conjugate the verb To Be in the present tense.	Board Markers	5 minutes
PRESENTATION The teacher explains present the construction of the structure of the present progressive tense. Then, he continues the explanation of present progressive with lots of examples. After that, the teacher (along with the class) will discuss the uses of the present progressive and how it differs from the present tense.	Students's book Markers Pencils Board	10 minutes
PRACTICE Students will complete example constructions of the present progressive. Teacher will provide guided practice for the first exercises, then allow students to work alone with the rest of the task. While the students are working alone the teacher will monitor and answer student's questions.	Worksheets Pencils	13 minutes
PRODUCTION One student will come to the board. The teacher will then give a subject pronoun and a verb. The students will then have to write the present progressive form on the board. The student who can do this correctly the fastest wins a point for their team. The students will rotate until they each have a turn.	Worksheets Board Markers	12 minutes

UNIDAD EDUCATIVA "ABARIS"
LESSON PLAN

DATE: JANUARY , 2014		
AREA: INSTRUMENTAL	**SUBJECT:** LANGUAGE ARTS	**TEACHERS:** TANIA RODRIGUEZ CAROLINA SILVA
UNIT: SIX	**COURSE:** 6TH BASIC EDUCATION	**TIME :** 40 MINUTES

OBJECTIVES :
- Students will be able to use the present progressive to describe what they are doing at a specific moment in time.

PROCEDURE	MATERIALS	TIME
WARM UP The teacher will sing a song about the present progressive	Tape CD	2 minutes
PRESENTATION Write on the board the use of the present progressive: "To express the idea that something is happening now, at this very moment." Then, teacher discusses with the students about the phrase. After that, he provides examples like: * I am speaking. (Point to yourself) * You are listening. (Point to the students) * He is writing. (Point to someone who is writing) Repeat the sentences several times by stressing the "verb to be" and the "ing ending". The teacher writes some examples on the board and students read the sentences.	Markers Pencils Board	10 minutes
PRACTICE Provide students with authentic pictures and ask them to work in pairs to construct sentences using the present progressive. Teacher monitors students' construction of the present progressive and make sure that they are using the right subject with the right verb.	Worksheets Pencils Pictures	15 minutes
PRODUCTION Students write the sentences on the board and show the pictures, then they explain the sentences to the class.	Worksheets Board Markers	13 minutes

UNIDAD EDUCATIVA "ABARIS"
LESSON PLAN

DATE: JANUARY , 2014		
AREA: INSTRUMENTAL	**SUBJECT:** LANGUAGE ARTS	**TEACHERS:** TANIA RODRIGUEZ CAROLINA SILVA
UNIT: SIX	**COURSE:** 6TH BASIC EDUCATION	**TIME :** 40 MINUTES
OBJECTIVES : - Students will recognize and use the present continuous tense to make oral & written statements		

PROCEDURE	MATERIALS	TIME
WARM UP Tell the students "Stand up." Say & write on the board "You are standing." Repeat with several other known commands to class or various individuals, asking students in each case what he, she, or they are doing at the moment.		2 minutes
PRESENTATION Teacher asks comprehension questions: What am I doing? (Write the correct answers students give on the board.) What is ____ doing? (a student who is taking notes.) Is this in the present continuous tense? (Write a gerund on the board.)	Markers Pencils Board	5 minutes
PRACTICE The teacher reads the description of the people twice while students look at the worksheet. Ask what various people in the picture are doing. Then, students in pairs discuss about the picture to each other. Later, ask for a volunteer to model looking at the picture and describe the picture without looking at it. Finally, students take turns telling sentences about the picture to each other.	Worksheets Pencils Pictures	13 minutes
PRODUCTION Students complete the rest of the worksheet about the picture while the teacher monitors the students.	Worksheets Board Markers	20 minutes
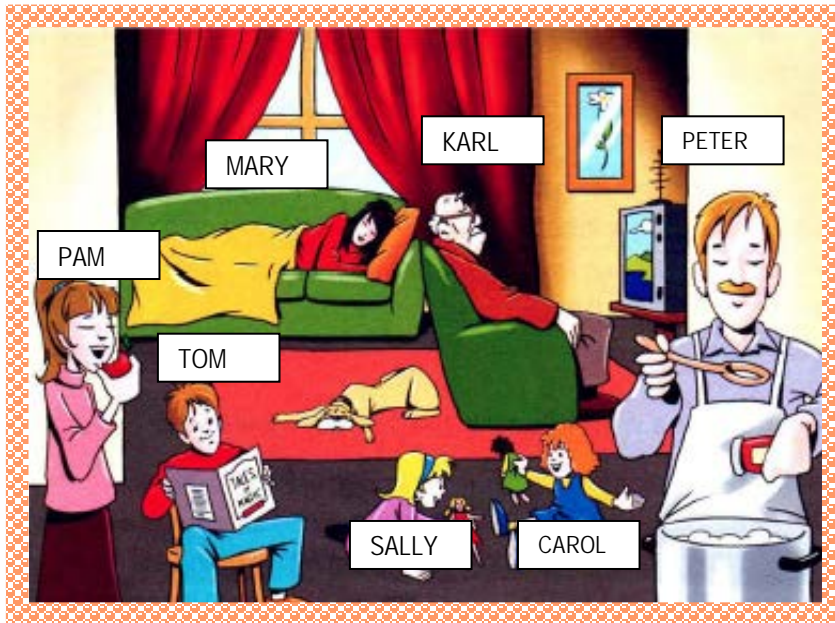
Appendix D

Name: _____ **Date:** _____, 2014   **Time: 40** *min.*

WHAT ARE THEY DOING?

LOOK AT THE PICTURE AND MAKE QUESTIONS AND ANSWER THEM

EXAMPLE: ………………………….? (PETER/ COOK)

　　　　　IS PETER COOKING? YES, HE IS

1-……………………………? (MARY/ WATCH T.V)

2-…………………………....? (THE DOG/ SLEEP)

3-……………………………? (SALLY/ CAROL/ PLAY WITH CARS)

4-……………………………? (PAM EAT/ AN ORANGE)

5-……………………………? (KARL /WATCH T.V)

6-……………………………? (TOM/ READ A BOOK)

7-……………………………? (MARY/SLEEP ON THE SOFA)

8-……………………………?(KARL/ SIT ON A CHAIR.

READ THE SENTENCES AND CORRECT THE WRONG ONES

EXAMPLE: MARY IS SLEEPING ON THE FLOOR.

MARY ISN'T SLEEPING ON THE FLOOR. SHE IS SLEEPING ON THE SOFA.

1-KARL IS LISTENING TO THE RADIO.

2-PAM IS EATING AN ORANGE.

3- TOM IS READING A BOOK.

4-SALLY AND CAROL ARE PLAYING IN THE GARDEN.

5-THE DOG IS PLAYING WITH CAROL AND SALLY.

WHO.....?

WRITE THE NAME NEXT TO THE SENTENCES

EXAMPLE:__MARY_____ IS SLEEPING ON THE SOFA.

1-_____ IS EATING AN APPLE.
2._____ IS READING A BOOK
3._____ IS WATCHING T.V
4-_____ IS COOKING.
5-_____ AND _____ ARE PLAYING WITH DOLLS.

COMPLETE THE SENTENCES WITH THE RGHT FORM OF THE PRESENT CONTINUOUS

1- MARY ……………………………… (NOT SLEEP) ON THE BED.
2- PETER ……………………………… (COOK)
3- KARL ……………………………… (NOT LISTEN TO) THE RADIO.
4- TOM ……………………………… (READ) A BOOK.
5. PAM ……………………………… (NOT EAT) A SANDWICH.
6- THE GIRLS ……………………………… (NOT PLAY) WITH THE DOG.
7- SALLY ……………………………… (WEAR) A PINK DRESS

Start
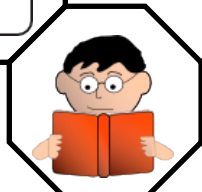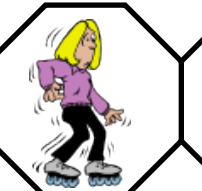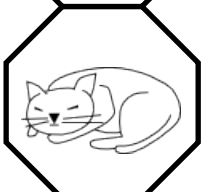
Board Game

What are they doing?

Time: 40 min.
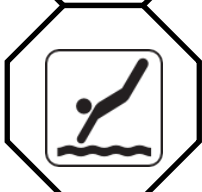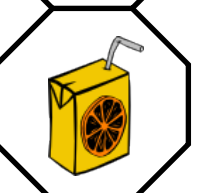
Finish

Answer Key (more answers possible; **he** can be replaced by **she**)

1. He's playing football.
2. He's swimming.
3. They're having a party.
4. He's riding a horse.
5. He's crying.
6. He's playing basketball.
7. The cat's sleeping.
8. He's taking a photo.
9. He's skiing.
10. He's running.
11. He's talking (speaking).
12. He's boxing.
13. He's flying.
14. He's playing golf.
15. He's doing the ironing.(He's ironing)
16. He's doing homework. He's writing.
17. He's playing table tennis.
18. The rabbit (it) is eating.
19. He's slicing (cutting) some bread. H's making a sandwich.
20. He's windsurfing.
21. He's shopping. He's doing the shopping.
22. She's rollerblading.
23. He's fishing.
24. She's walking the dog.
25. He's cycling. (He's riding his bike/bicycle)
26. He's brushing (cleaning) his teeth.
27. He's hang-gliding.
28. He's reading a book.
29. He's riding an elephant. The elephant is walking.
30. She's doing gymnastics.
31. He's drinking orange juice.
32. They're' rowing.
33. He's listening.
34. He's waterskiing.
35. He's flying an airplane. He's travelling by plane.
36. He's laughing (smiling).
37. He's playing baseball.
38. He's asking a question.
39. He's weightlifting.
40. He's writing.
41. He's playing water polo.
42. He's taking (having a shower.
43. He's diving.
44. He's travelling by train.

WHO ARE THEY?

READ THE DESCRIPTION OF THE PEOPLE AND WRITE THE NUMBER IN THE RIGHT CIRCLE

1- MARK IS WEARING A YELLOW T-SHIRT, BLACK TROUSERS AND YELLOW SHOES.

2- SABRINA IS WEARING A RED T-SHIRT, A LIGHST BLUE SKIRT AND WHITE TRAINERS

3-TOM IS WEARING A RED T-SHIRT, GREY TROUSERS AND BLACK SHOES.

4-STELLA IS WEARING A LIGHT BLUE T-SHIRT, A GREY SKIRT , WHITE SOCKS AND WHITE SHOES.

5-PETER IS WEARING A WHITE T-SHIRT, GREEN TROUSERS AND WHITE TRAINERS.

6-PAUL IS WEARING A YELLOW T-SHIRT, JEANS AND WHITE TRAINERS.

7- KATHY IS WEARING A WHITE T-SHIRT, A GREEN SKIRT AND WHITE SHOES.

8- SAM IS WEARING A LIGHT BLUE T-SHIRT, BLACK TROUSERS AND LIGH BLUE TRAINERS.

COMPLETE THE SENTENCES WITH THE RIGHT VERB FROM THE BOX

SITTING   READING   PLAYING (2)   TAKING   DRAWING   LOOKING

1- MARK IS …………….. PHOTOGRAPHS
2-SABRINA IS ……………….. THE GUITAR
3-TOM IS …………….A BOOK
4-STELLA IS …………… ON A CHAIR
5-PETER IS ……………. AT A PICTURE
6-PAUL AND SAM ARE ………………… ON THE BOARD
7-KATHY IS ……………….. COMPUTER GAMES

WHO…..?
LOOK AT THE PICTURE AND WRITE THE NAME NEXT TO THE SENTENCES.

1-_____ IS DRAWING A CAMERA.
2-_____ IS WEARING GLASSES.
3- _____ IS LOOKING AT A TRAIN.
4- _____ IS DRAWING A GUITAR.
5-_____ HAS GOT LONG BLACK HAIR.
6-_____ HAS GOT A CAMERA IN HIS HANDS.
7-_____ HAS GOT A SMALL BOOK IN HIS HANDS
8._____ HAS GOT LONG BROWN HAIR.

Name:_____Date:_____, 2014   **Time: 40** *min.*
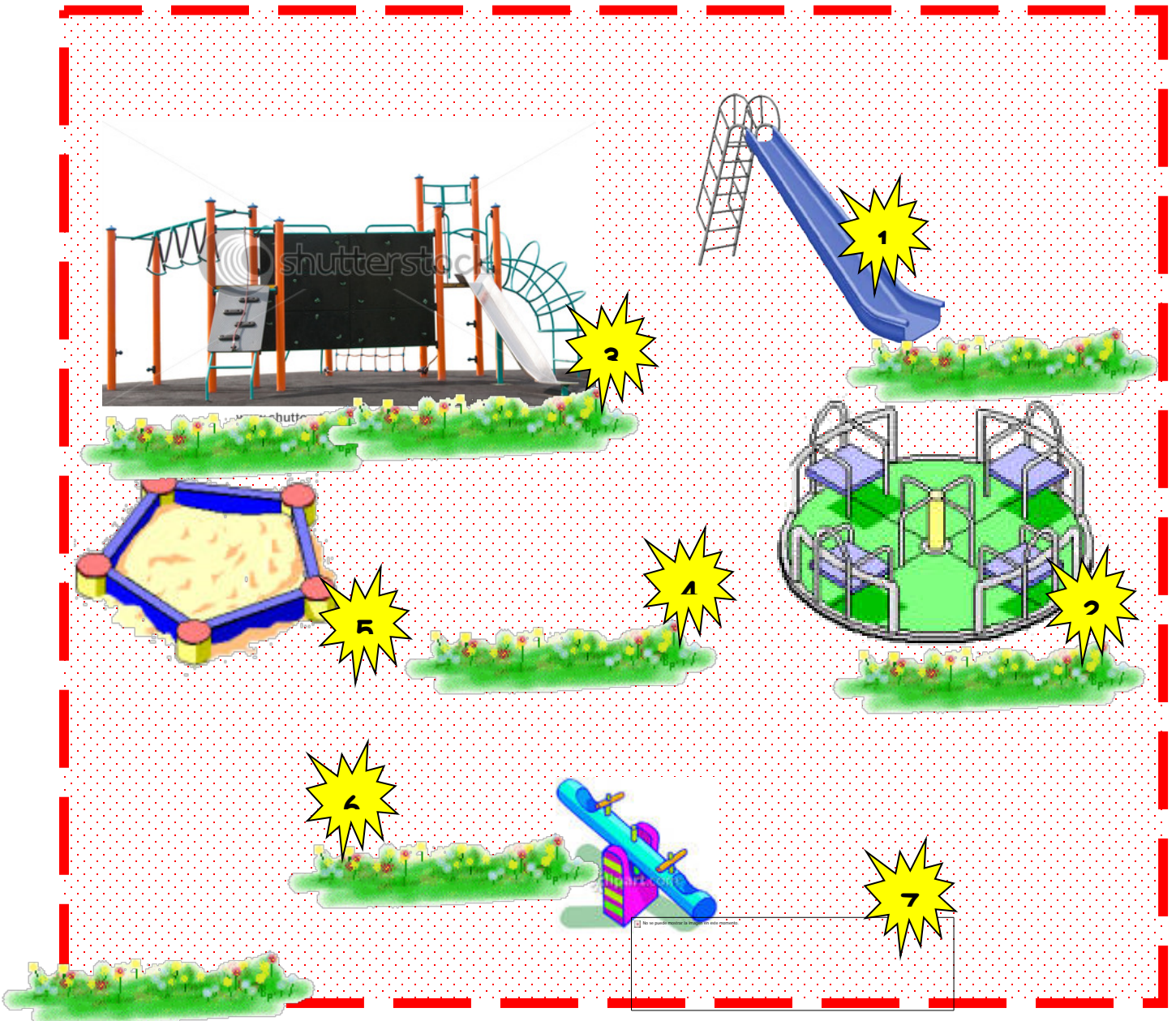
AT THE PARK

tree house____   sandpit _____

swings _____   roundabout _____

see-saw _____   slide _____   climbing frame _____
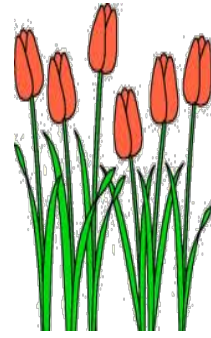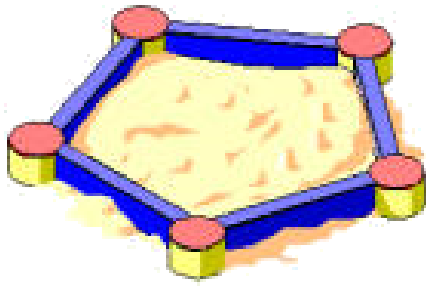
Put the verbs at the present continuous

1. John / ride / his bike = *John is riding his bike*
2. A couple / sit / on a bench
3. The children / have / fun / on the see-saw
4. John / go / down the slide
5. I / play / in the sandpit
6. You / run / around the climbing frame

Turn the following sentences into the negative form

1. He is spinning the roundabout = *He is not spinning the roundabout*
2. They are climbing up the frame
3. I am hiding in the tree house
4. She is riding on the swing
5. We are playing with a ball
6. You are flying your kite at the park

Ask questions at the present continuous

1. they / play / hide and seek? = *Are they playing hide and seek?*
2. Mum / push / Jenny / on the swing?
3. are / you / have fun?
4. Max / walk / his dog at the park?
5. your father / read / a book ?
6. they / sit / on a bench?

Name: _Allison Macedo_   Date:_____, 2014 Time: 40 *min.*

WHAT ARE THEY DOING?

LOOK AT THE PICTURE AND MAKE QUESTIONS AND ANSWER THEM

EXAMPLE: ....? (PETER/ COOK)
        IS PETER COOKING? YES, HE IS

1- _Is she watching t_? (MARY/ WATCH T.V)
2- _Is the dog sleeping_? (THE DOG/ SLEEP)
3- _Are they playing_? (SALLY/ CAROL/ PLAY WITH CARS)
4- _Is pam eating an orange_? (PAM EAT/ AN ORANGE)
5- _Is Karl watching tv_? (KARL /WATCH T.V)
6- _Is tom reading a book_? (TOM/ READ A BOOK)
7- _Is mary sleeping_? (MARY/SLEEP ON THE SOFA)
8- _Is Karl sitting on a_? (KARL/ SIT ON A CHAIR.
chair

READ THE SENTENCES AND CORRECT THE WRONG ONES

EXAMPLE: MARY IS SLEEPING ON THE FLOOR.
            MARY ISN'T SLEEPING ON THE FLOOR. SHE IS SLEEPING ON THE SOFA.

1-KARL IS LISTENING TO THE RADIO.

2-PAM IS EATING AN ORANGE.

3- TOM IS READING A BOOK.

4-SALLY AND CAROL ARE PLAYING IN THE GARDEN.

5-THE DOG IS PLAYING WITH CAROL AND SALLY.

WHO.....?

WRITE THE NAME NEXT TO THE SENTENCES

EXAMPLE:__MARY_____ IS SLEEPING ON THE SOFA.

1- _Pam_____ IS EATING AN APPLE.
2. _Tom_____ IS READING A BOOK
3._Karl_____ IS WATCHING T.V
4- _Peter is_____ IS COOKING.
5- _Sally_____ AND _Carol___ ARE PLAYING WITH DOLLS.

COMPLETE THE SENTENCES WITH THE RGHT FORM OF THE PRESENT CONTINUOUS

1- MARY _is?...sleeping_.............. (NOT SLEEP) ON THE BED.
2- PETER _is cooking_.................. (COOK)
3- KARL _is not listening to_... (NOT LISTEN TO) THE RADIO.
4- TOM _is...reading_.................... (READ) A BOOK.
5. PAM _is not eating?......_ (NOT EAT) A SANDWICH.
6- THE GIRLS _are not playing_.... (NOT PLAY) WITH THE DOG.
7- SALLY _is wearing_............. (WEAR) A PINK DRESS

Name: _Cruz Michael_ Date: _____, 2014 Time: 40 *min.*
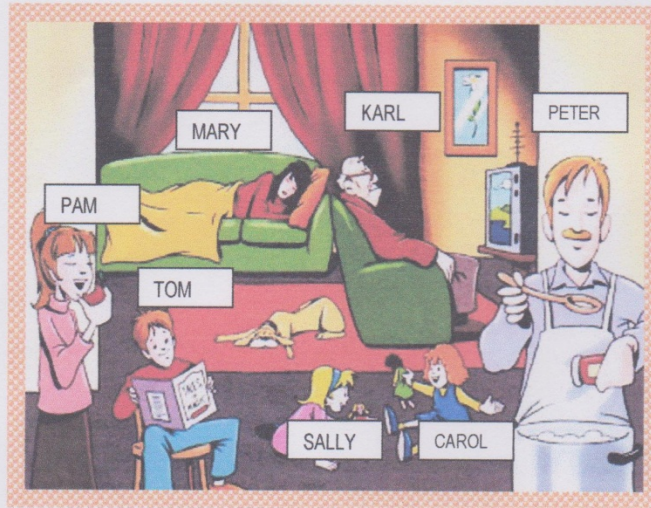
WHAT ARE THEY DOING?

LOOK AT THE PICTURE AND MAKE QUESTIONS AND ANSWER THEM

EXAMPLE: ....? (PETER/ COOK)
             IS PETER COOKING? YES, HE IS

1-. _Is she watching TV_ ? (MARY/ WATCH T.V)
2-. _Is the dog sleeping_ ? (THE DOG/ SLEEP)
3-. _are they playing with cars_ ? (SALLY/ CAROL/ PLAY WITH CARS)
4-. _Is Pam eating an orange_ ? (PAM EAT/ AN ORANGE)
5-. _Is Karl watching T.V_ ? (KARL /WATCH T.V)
6-. _Is Tom reading a book_ ? (TOM/ READ A BOOK)
7-. _Is mary sleeping_ ? (MARY/SLEEP ON THE SOFA)
8-. _Is Karl sitting on a chair_ ?(KARL/ SIT ON A CHAIR.

READ THE SENTENCES AND CORRECT THE WRONG ONES

EXAMPLE: MARY IS SLEEPING ON THE FLOOR.
          MARY ISN'T SLEEPING ON THE FLOOR. SHE IS SLEEPING ON THE SOFA.

1-KARL IS LISTENING TO THE RADIO.

2-PAM IS EATING AN ORANGE.

3- TOM IS READING A BOOK.

4-SALLY AND CAROL ARE PLAYING IN THE GARDEN.

5-THE DOG IS PLAYING WITH CAROL AND SALLY.

WHO.....?

WRITE THE NAME NEXT TO THE SENTENCES

EXAMPLE:__MARY_____ IS SLEEPING ON THE SOFA.

1-___Pam_____ IS EATING AN APPLE.
2.____Tom_____ IS READING A BOOK
3.____Karl_____ IS WATCHING T.V
4-____Peter_____ IS COOKING.
5-____Sally____ AND __Carol__ ARE PLAYING WITH DOLLS.

COMPLETE THE SENTENCES WITH THE RGHT FORM OF THE PRESENT CONTINUOUS

1- MARY ....is not sleeping........... (NOT SLEEP) ON THE BED.
2- PETER ....is cooking............... (COOK)
3- KARL ....is not listening to (NOT LISTEN TO) THE RADIO.
4- TOM ....is reading................ (READ) A BOOK.
5. PAM ......is not eating........ (NOT EAT) A SANDWICH.
6- THE GIRLS ....are not playing.... (NOT PLAY) WITH THE DOG.
7- SALLY ....is wearing................ (WEAR) A PINK DRESS

WHO ARE THEY?

READ THE DESCRIPTION OF THE PEOPLE AND WRITE THE NUMBER IN THE RIGHT CIRCLE

1- MARK IS WEARING A YELLOW T-SHIRT, BLACK TROUSERS AND YELLOW SHOES.

2- SABRINA IS WEARING A RED T-SHIRT, A LIGHST BLUE SKIRT AND WHITE TRAINERS

3-TOM IS WEARING A RED T-SHIRT, GREY TROUSERS AND BLACK SHOES.

4-STELLA IS WEARING A LIGHT BLUE T-SHIRT, A GREY SKIRT , WHITE SOCKS AND WHITE SHOES.

5-PETER IS WEARING A WHITE T-SHIRT, GREEN TROUSERS AND WHITE TRAINERS.

6-PAUL IS WEARING A YELLOW T-SHIRT, JEANS AND WHITE TRAINERS.

7- KATHY IS WEARING A WHITE T-SHIRT, A GREEN SKIRT AND WHITE SHOES.

8- SAM IS WEARING A LIGHT BLUE T-SHIRT, BLACK TROUSERS AND LIGH BLUE TRAINERS.

COMPLETE THE SENTENCES WITH THE RIGHT VERB FROM THE BOX

SITTING   READING   PLAYING (2)   TAKING   DRAWING   LOOKING

1- MARK IS ....*taking*.... PHOTOGRAPHS
2-SABRINA IS .....*playing*.... THE GUITAR
3-TOM IS .....*Reading*....A BOOK
4-STELLA IS ....*sitting*.... ON A CHAIR
5-PETER IS .....*looking*.... AT A PICTURE
6-PAUL AND SAM ARE .....*drawing*.... ON THE BOARD
7-KATHY IS ....*playing*.... COMPUTER GAMES

WHO.....?
LOOK AT THE PICTURE AND WRITE THE NAME NEXT TO THE SENTENCES.

1-___*Paul*___ IS DRAWING A CAMERA.
2-___*Sabrina*___ IS WEARING GLASSES.
3- ___*Peter*___ IS LOOKING AT A TRAIN.
4- ___*Sam*___ IS DRAWING A GUITAR.
5- ___*Kathy*___ HAS GOT LONG BLACK HAIR.
6- ___*Mark*___ HAS GOT A CAMERA IN HIS HANDS.
7- ___*Tom*___ HAS GOT A SMALL BOOK IN HIS HANDS
8.___*Stella*___ HAS GOT LONG BROWN HAIR.

WHO ARE THEY?

READ THE DESCRIPTION OF THE PEOPLE AND WRITE THE NUMBER IN THE RIGHT CIRCLE

1- MARK IS WEARING A YELLOW T-SHIRT, BLACK TROUSERS AND YELLOW SHOES.

2- SABRINA IS WEARING A RED T-SHIRT, A LIGHST BLUE SKIRT AND WHITE TRAINERS

3-TOM IS WEARING A RED T-SHIRT, GREY TROUSERS AND BLACK SHOES.

4-STELLA IS WEARING A LIGHT BLUE T-SHIRT, A GREY SKIRT , WHITE SOCKS AND WHITE SHOES.

5-PETER IS WEARING A WHITE T-SHIRT, GREEN TROUSERS AND WHITE TRAINERS.

6-PAUL IS WEARING A YELLOW T-SHIRT, JEANS AND WHITE TRAINERS.

7- KATHY IS WEARING A WHITE T-SHIRT, A GREEN SKIRT AND WHITE SHOES.

8- SAM IS WEARING A LIGHT BLUE T-SHIRT, BLACK TROUSERS AND LIGH BLUE TRAINERS.

COMPLETE THE SENTENCES WITH THE RIGHT VERB FROM THE BOX

SITTING   READING   PLAYING (2)   TAKING   DRAWING   LOOKING

1- MARK IS ...*taking*... PHOTOGRAPHS
2-SABRINA IS ...*playing*. THE GUITAR
3-TOM IS ...*reading* A BOOK
4-STELLA IS ...*sitting*... ON A CHAIR
5-PETER IS ...*looking*. AT A PICTURE
6-PAUL AND SAM ARE .....*drawing* ON THE BOARD
7-KATHY IS ...*playing*.... COMPUTER GAMES

WHO.....?

LOOK AT THE PICTURE AND WRITE THE NAME NEXT TO THE SENTENCES.

1- *Paul*___ IS DRAWING A CAMERA.
2- *Sabina*___ IS WEARING GLASSES.
3- *Peter*___ IS LOOKING AT A TRAIN.
4- *Sam*___ IS DRAWING A GUITAR.
5- *Kathy*___ HAS GOT LONG BLACK HAIR.
6- *Mark*___ HAS GOT A CAMERA IN HIS HANDS.
7- *Tom*___ HAS GOT A SMALL BOOK IN HIS HANDS
8. *Stella*___ HAS GOT LONG BROWN HAIR.

Name: _Marcelino Nomala_ Date: _____, 2014   Time: 40 *min.*

AT THE PARK
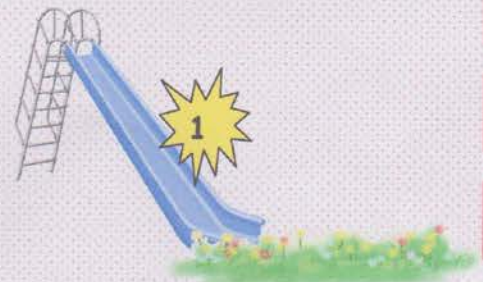
tree house _7_   sandpit _5_
swings _4_   roundabout _____
see-saw _____   slide _1_   climbing frame _3_

Put the verbs at the present continuous

1. John / ride / his bike = *John is riding his bike*

2. A couple / sit / on a bench = A couple is sitting on a bench

3. The children / have / fun / on the see-saw = The children are having fun on the see saw

4. John / go / down the slide John is going down the slide

5. I / play / in the sandpit = I am playing in the sandpit

6. You / run / around the climbing frame = You are running around the climbing frame

Turn the following sentences into the negative form

1. He is spinning the roundabout = *He is not spinning the roundabout*

2. They are climbing up the frame = they are not climbing up the frame

3. I am hiding in the tree house = I am not hiding in the tree house

4. She is riding on the swing = She is not reading on the swing

5. We are playing with a ball = We are not playing with the ball

6. You are flying your kite at the park = You are not flying your kite at the park.
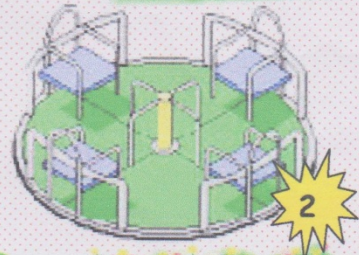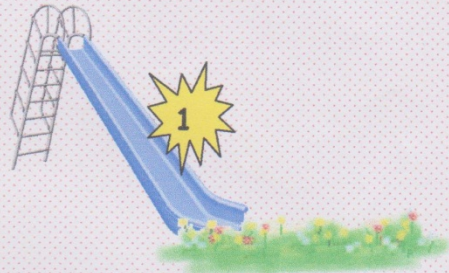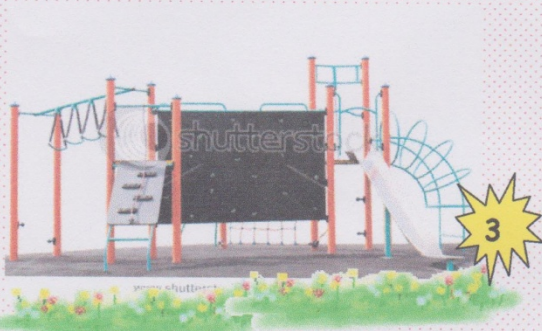
Ask questions at the present continuous

1. they / play / hide and seek? = *Are they playing hide and seek?*

2. Mum / push / Jenny / on the swing? Is Mum pushing Jenny on the swing?

3. are / you / have fun? = Are you having fun?

4. Max / walk / his dog at the park? Is Max walking his dog at the park

5. your father / read / a book? Is your father reading a book?

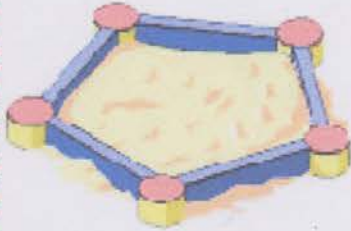6. they / sit / on a bench? Are they sitting on a bench?

Name: _Esther Moncayo_   **Date:** _____, 2014   **Time: 40** *min.*

AT THE PARK

tree house____   sandpit _____

swings _____   roundabout _____

see-saw _____   slide _____   climbing frame _____

Put the verbs at the present continuous

1. John / ride / his bike = *John is riding his bike*

2. A couple / sit / on a bench = A couple is sitting on a bench.

3. The children / have / fun / on the see-saw = The children are having fun on the see-saw.

4. John / go / down the slide = John is going down the slide.

5. I / play / in the sandpit = I am playing in the sandpit

6. You / run / around the climbing frame = You are running around the climbing frame
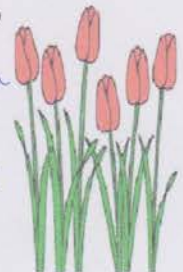
Turn the following sentences into the negative form

1. He is spinning the roundabout = *He is not spinning the roundabout*

2. They are climbing up the frame = They are not climbing up the frame

3. I am hiding in the tree house = I am not hiding in the tree house

4. She is riding on the swing = She is not reading on the swing

5. We are playing with a ball = We are not playing with the ball.

6. You are flying your kite at the park = You are not flying your kite at the park.

Ask questions at the present continuous

1. they / play / hide and seek? = *Are they playing hide and seek?*

2. Mum / push / Jenny / on the swing? = Is Mum pushing Jenny on the swing?

3. are / you / have fun? = Are you having fun?

4. Max / walk / his dog at the park? = Is Max walking his dog at the park?

5. your father / read / a book ? = Is your father reading a book?

6. they / sit / on a bench? = Are they sitting on a bench?

Name: _____   **Date:** _____ **, 2014**   **Time:** *40min.*
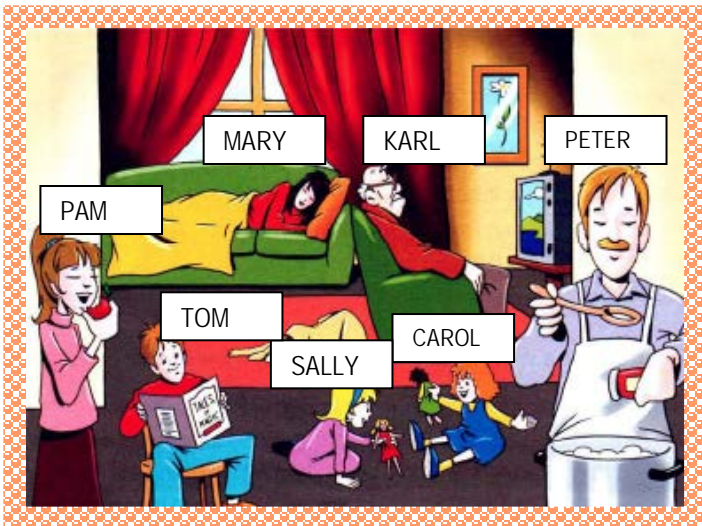
Teacher: _____   **Grade:** | **/ 100** |

Dear students, read the instructions carefully before answering the tasks, and use black or blue pen. It is not allowed to use pencil, liquid corrector or to cross out answers. Those faults will lower your final grade. Good luck!!

A. <u>**Write "am", "is" or "are" correctly in the space. (10pts.; 2 pts. each)**</u>

1. He _____ singing now.
2. She _____ crying.
3. They _____ wearing skirts today.
4. My friends _____ eating a sandwich.
5. I _____ having a bath.

B. <u>**LOOK AT THE PICTURE AND COMPLETE THE SENTENCES WITH THE PRESENT CONTINUOUS TENSE (10pts.; 2 pts. each)**</u>

1- MARY ……………………………. (NOT SLEEP) ON THE BED.
2- PETER ……………………………. (COOK)
3- KARL ………………………………. (NOT LISTEN TO) THE RADIO.
4- TOM …………………….………….. (READ) A BOOK.
5. PAM ………………………………… (NOT EAT) A SANDWICH.

C. <u>**WRITE THE CORRECT FORM OF THE VERBS IN PRESENT CONTINUOUS TENSE (10pts.; 2 pts. each)**</u>

6. drive   --------------
7. skate   --------------
8. work   --------------
9. knock   --------------
10. study   --------------

D. <u>**ORDER THE WORDS TO WRITE THE SENTENCE CORRECTLY IN PRESENT CONTINUOUS TENSE (10pts.; 2 pts. each)**</u>

6. John / ride / his bike   _____
7. A couple / sit / on a bench   _____
8. The children / have / fun / on the see-saw   _____
9. John / go / down the slide   _____
10. I / play / in the sandpit   _____

E. TURN THE FOLLOWING SENTENCES INTO THE NEGATIVE FORM (10pts.; 2 pts. each)

6. He is spinning the roundabout. _____

7. They are climbing up the frame. _____

8. I am hiding in the tree house. _____

9. She is riding on the swing. _____

10. We are playing with a ball. _____

F. ASK QUESTIONS WITH THE PRESENT CONTINUOUS TENSE (10pts.; 2 pts. each)
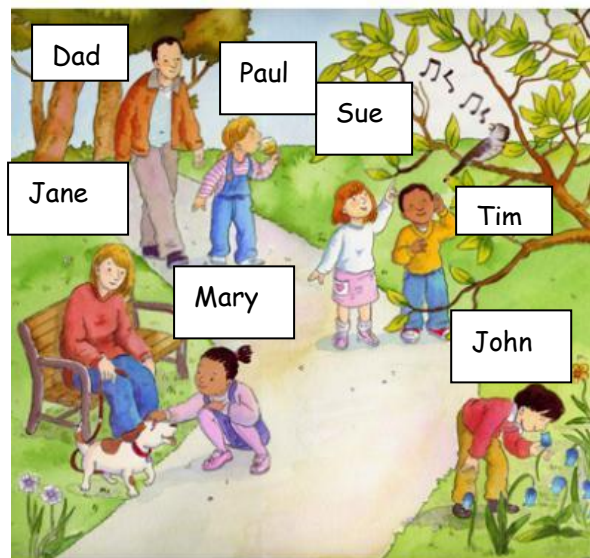
6. they / play / hide and seek? _____

7. Mum / watch / now/tv? _____

8. are / you / have fun? _____

9. Max / walk / his dog at the park? _____

10. they / sit / on a bench? _____

G. READ THE TEXT AND COMPLETE IT USING THE PRESENT CONTINUOUS (10pts.; 2 pts. each)
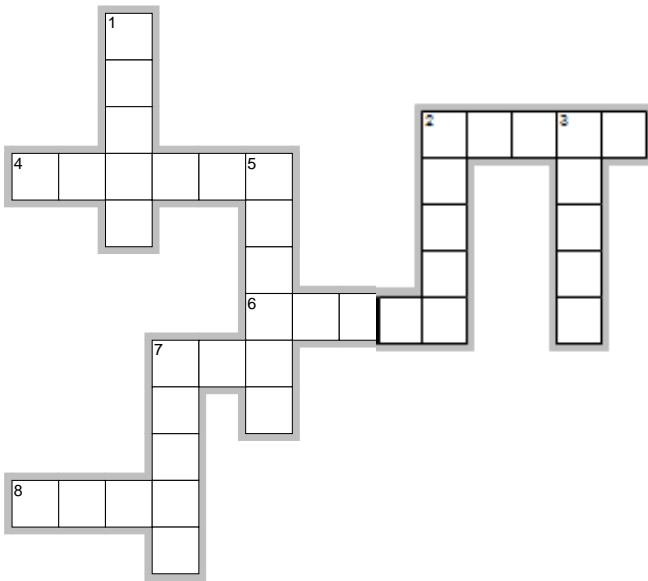
Hi, Bill. How are you? Well, I _____ (write)[1] a letter now because my class is only in the afternoon. My sister Beth _____(sleep)[2] at the moment, she does not have class today. My parents _____ (go)[3] to work. My grandmother Tina lives with us, she _____(watch)[4] her favorite program on TV and My grandfather Robert _____(read)[5] a book.

H. LOOK AT THE PICTURES AND ANSWER THE FOLLOWING QUESTIONS (10pts.; 2 pts. each)

1. Is Mary running? _____

2. Are Jane and Mary fighting? _____

3. Is John smelling the flowers? _____

4. Is Paul eating a sandwich? _____

5. Is dad walking? _____

I. COMPLETE THE CROSSWORD. USE THE APPROPRIATE VERB WITHOUT THE –ING FORM. (10pts.; 1.25 pts. each)

5. speaking	5. travelling
6. watching	6. touching
7. climbing	7. seeing/studying
8. listening	8. reading

J. WRITE TRUE SENTENCES USING THE NEGATIVE FORM OF THE PRESENT CONTINUOUS ABOUT YOU AND YOUR CLASSMATES OR FAMILY. (10pts.; 2 pts. each)

1) _____

2) _____

3) _____

4) _____

5) _____

UNIVERSIDAD LAICA VICENTE ROCAFUERTE
ENGLISH SCHOOL
MULTIPLE INTELLIGENCES ACTIVITIES POST-TEST

Name: _Michael Cruz Trayo_ Date: _January 31st_, 2014 **Time:** *45min.*
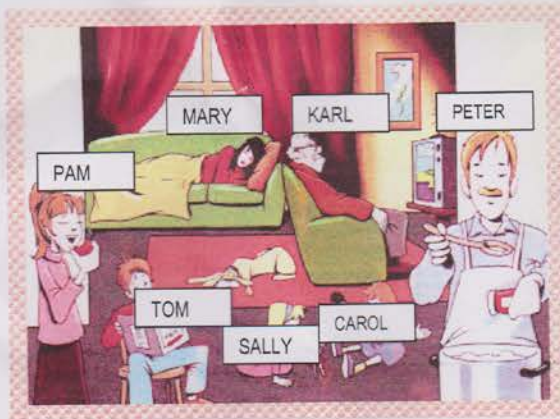
Teacher: _Miss tania Rodrigues_ Grade: | 80 / 100 |

Dear students, read the instructions carefully before answering the tasks, and use black or blue pen. It is not allowed to u pencil, liquid corrector or to cross out answers. Those faults will lower your final grade. Good luck!!

A. Write "am", "is" or "are" correctly in the space. (10pts.; 2 pts. each) 6

1. He _is_ singing now.
2. She _is_ crying.
3. They _are_ wearing skirts today.
4. My friends _is_ eating a sandwich. ✗
5. I _is_ having a bath. ✗

B. LOOK AT THE PICTURE AND COMPLETE THE SENTENCES WITH THE PRESENT CONTINUOUS TENSE (10pts.; 2 pts. each) 10

1- MARY _is not Sleeping_ (NOT SLEEP) ON THE BED.
2- PETER _is cooking_ (COOK)
3- KARL _is not listening to_ (NOT LISTEN TO) THE RADIO.
4- TOM _is Reading_ (READ) A BOOK.
5. PAM _is not eating_ (NOT EAT) A SANDWICH. ✓

C. WRITE THE CORRECT FORM OF THE VERBS IN PRESENT CONTINUOUS TENSE (10pts.; 2 pts. each) 10

1. drive — _driving_
2. skate — _Skating_
3. work — _Working_
4. knock — _Knocking_
5. study — _Studying_

D. ORDER THE WORDS TO WRITE THE SENTENCE CORRECTLY IN PRESENT CONTINUOUS TENSE (10pts.; 2 pts. each) 4

1. John / ride / his bike — _John is riding his bike_
2. A couple / sit / on a bench — _A couple is sitting on a bench_
3. The children / have / fun / on the see-saw — _the children is have funing on the see Won_ ✗
4. John / go / down the slide — _John is go delliving the slide_ ✗
5. I / play / in the sandpit — _I play is in The Sandpiding_ ✗

E. <u>TURN THE FOLLOWING SENTENCES INTO THE NEGATIVE FORM (10pts.; 2 pts. each)</u>   *10*

1. He is spinning the roundabout. *He is not Spinning the roundabout* ✓
2. They are climbing up the frame. *They are not clibing up the frame* ✓
3. I am hiding in the tree house. *I am not hiding in the tree house* ✓
4. She is riding on the swing. *She is not riding on the Sing* ✓
5. We are playing with a ball. *We are not playing Witch a ball* ✓

F. <u>ASK QUESTIONS WITH THE PRESENT CONTINUOUS TENSE (10pts.; 2 pts. each)</u> *6*
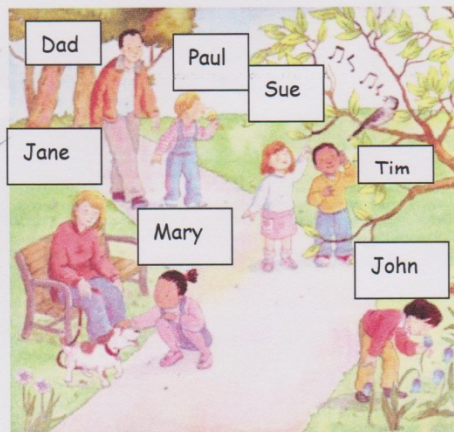
1. they / play / hide and seek? *(are they playing hide and seek?)* ✓
2. Mum / watch / now/tv? *(IS mum Watching TV now?)* ✓
3. are / you / have fun? *(Is are you have funing)* ✗
4. Max / walk / his dog at the park? *IS Walk his dog at the parking* ✗
5. they / sit / on a bench? *(are they sitting on a bench)?* ✓

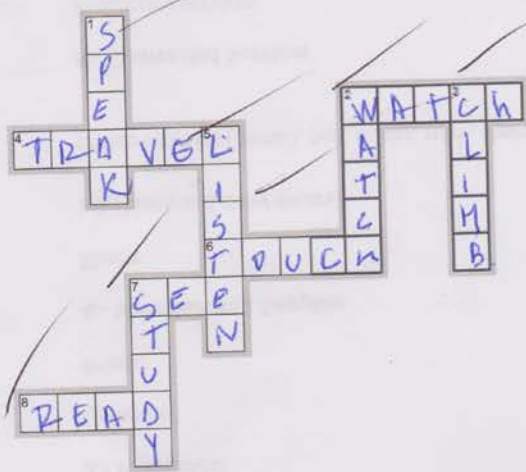**G.** <u>READ THE TEXT AND COMPLETE IT USING THE PRESENT CONTINUOUS (10pts.; 2 pts. each)</u> *8*

Hi, Bill. How are you? Well, I *am Writing* (write)[1] a letter now because my class is only in t afternoon. My sister Beth *is Sleeping*(sleep)[2] at the moment, she does not have class today. My parents *is going* (go)[3] ✗ to work. My grandmother Tina lives with us, she *is Watching*(watch)[4] her favor program on TV and My grandfather Robert *is reading* (read)[5] a book. ✓

H. <u>LOOK AT THE PICTURES AND ANSWER THE FOLLOWING QUESTIONS (10pts.; 2 pts. each)</u> *8*

1. Is Mary running? *she is not* *Not a Running* ✗
2. Are Jane and Mary fighting? *No, they are not*
3. Is John smelling the flowers? *yes, he is*
4. Is Paul eating a sandwich? *No, he is not*
5. Is dad walking? *yes, he is* ✓

I. COMPLETE THE CROSSWORD. USE THE APPROPRIATE VERB WITHOUT THE –ING FORM. <u>(10pts.; 1.25 pts. each)</u>

10

Crossword answers filled in:
- 1. S P E A K (down)
- 2. W A T C H (across)
- 3. C L I M B (down)
- 4. T R A V E L (across)
- 5. L I S T (down)
- 6. T O U C H (across)
- 7. S E E / S T U D Y
- 8. R E A D (across)

1.	speaking	5.	travelling
2.	watching	6.	touching
3.	climbing	7.	seeing/studying
4.	listening	8.	reading

J. WRITE TRUE SENTENCES USING THE NEGATIVE FORM OF THE PRESENT CONTINUOUS ABOUT YOU AND YOUR CLASSMATES OR FAMILY. (10pts.; 2 pts. each)

10

1) I am playing soccer now.
2) She is studying english now.
3) He is running in the park now.
4) He is reading a book in this moment.
5) I am writing a letter.

UNIVERSIDAD LAICA VICENTE ROCAFUERTE

ENGLISH SCHOOL

MULTIPLE INTELLIGENCES ACTIVITIES POST-TEST

Name: _Marcelino Gonzalo_   Date: 5th February, 2014   **Time:** *45min.*

Teacher: _Fania Rodríguez_   **Grade:** | 100 / 100 |

Dear students, read the instructions carefully before answering the tasks, and use black or blue pen. It is not allowed to us: pencil, liquid corrector or to cross out answers. Those faults will lower your final grade. Good luck!!

A. <u>Write "am", "is" or "are" correctly in the space. (10pts.; 2 pts. each)</u>

1. He _is_ singing now.
2. She _is_ crying.
3. They _are_ wearing skirts today.
4. My friends _are_ eating a sandwich.
5. I _am_ having a bath.

B. <u>LOOK AT THE PICTURE AND COMPLETE THE SENTENCES WITH THE PRESENT CONTINUOUS TENSE (10pts.; 2 pts. each)</u>

1- MARY _is not sleeping_ (NOT SLEEP) ON THE BED.
2- PETER _is cooking_ (COOK)
3- KARL _is not listening_ (NOT LISTEN TO) THE RADIO.
4- TOM _is reading_ (READ) A BOOK.
5- PAM _is not eating_ (NOT EAT) A SANDWICH.

C. <u>WRITE THE CORRECT FORM OF THE VERBS IN PRESENT CONTINUOUS TENSE (10pts.; 2 pts. each)</u>

1. drive   _driving_
2. skate   _skating_
3. work   _working_
4. knock   _knocking_
5. study   _studying_

D. <u>ORDER THE WORDS TO WRITE THE SENTENCE CORRECTLY IN PRESENT CONTINUOUS TENSE (10pts.; 2 pts. each)</u>

1. John / ride / his bike   _John is riding his bike_
2. A couple / sit / on a bench   _A couple is sitting on a bench_
3. The children / have / fun / on the see-saw _The children are having fun on the see-saw_
4. John / go / down the slide   _John is going down the slide_
5. I / play / in the sandpit   _I am playing in the sandpit_

E. <u>TURN THE FOLLOWING SENTENCES INTO THE NEGATIVE FORM (10pts.; 2 pts. each)</u> *10*

1. He is spinning the roundabout. *He isn't spinning the roundabout.*
2. They are climbing up the frame. *They aren't climbing up the frame.*
3. I am hiding in the tree house. *I'm not hiding in the tree house.*
4. She is riding on the swing. *She isn't riding on the swing.*
5. We are playing with a ball. *We aren't playing with a ball.*

F. <u>ASK QUESTIONS WITH THE PRESENT CONTINUOUS TENSE (10pts.; 2 pts. each)</u> *10*

1. they / play / hide and seek? *Are they playing hide and seek?*
2. Mum / watch / now/tv? *Is mum watching now t.V?*
3. are / you / have fun? *Are you having fun?*
4. Max / walk / his dog at the park? *Is Max walking his dog at the park?*
5. they / sit / on a bench? *Are they sitting on a bench?*

G. <u>READ THE TEXT AND COMPLETE IT USING THE PRESENT CONTINUOUS (10pts.; 2 pts. each)</u> *10*
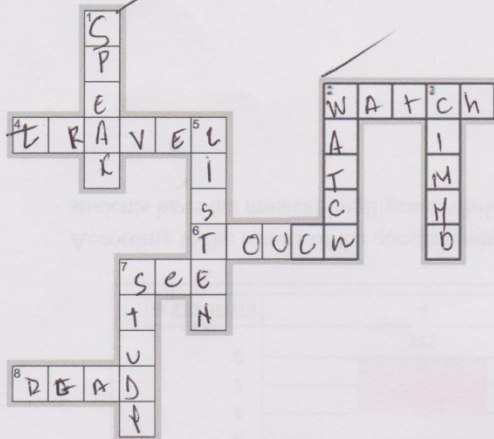
Hi, Bill. How are you? Well, I *'m writing* (write)[1] a letter now because my class is only in the afternoon. My sister Beth *is sleeping* (sleep)[2] at the moment, she does not have class today. My parents *are going* (go)[3] to work. My grandmother Tina lives with us, she *is watching* (watch)[4] her favorite program on TV and My grandfather Robert *is reading* (read)[5] a book.

H. <u>LOOK AT THE PICTURES AND ANSWER THE FOLLOWING QUESTIONS (10pts.; 2 pts. each)</u> *10*

1. Is Mary running? *No, she isn't*
2. Are Jane and Mary fighting? *No, they aren't*
3. Is John smelling the flowers? *Yes, he is*
4. Is Paul eating a sandwich? *No, he isn't*
5. Is dad walking? *Yes, (he) he is*
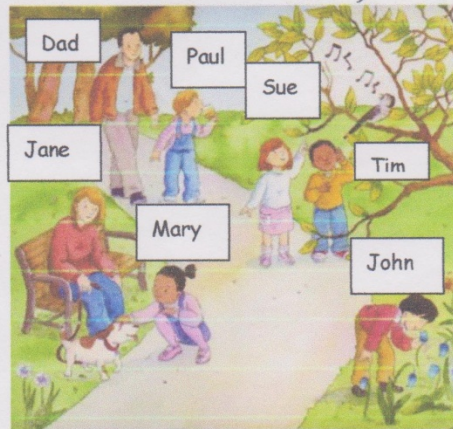
I. COMPLETE THE CROSSWORD. USE THE APPROPRIATE VERB WITHOUT THE –ING FORM. (10pts.; 1.25 pts. each)

10

1. speaking
2. watching
3. climbing
4. listening
5. travelling
6. touching
7. seeing/studying
8. reading

J. WRITE TRUE SENTENCES USING THE NEGATIVE FORM OF THE PRESENT CONTINUOUS ABOUT YOU AND YOUR CLASSMATES OR FAMILY. (10pts.; 2 pts. each)

10

1) Ysaac is drinking Water now.
2) Bryan isn't doing anything.
3) Anthony is recoding a book.
4) Anthony isn't sleeping in class.
5) Marcus is seeing the teacher.

Appendix F

UNIDAD EDUCATIVA "ABARIS"

LIST OF STUDENTS

No.	SURNAME	NAME
1	ALVAREZ PRADO	ISSAC JOSE
2	CASIILARI CEPEDA	MIGUEL ADRIAN
3	CEDEÑO CANALES	ANTHONY GEREMY
4	CERVANTES CORDOVA	JORDI ELIAS
5	CRUZ TROYA	MICHAEL ANDRES
6	MACIAS LOPEZ	CARLOS ANDRES
7	MUÑOZ CHICA	JEAN TIMOTI
8	PERALTA CARABALI	MATHEW AUGUSTO
9	PIONCE CEPEDA	ISAAC FELIX
10	RAMIREZ FARIAS	BRYAN ANDRES
11	TOMALA DOMINGUEZ	MARCELINO VICENTE
12	VERA QUIRUMBAI	OSCAR ANDRES

No.	SURNAME	NAME
1	CAICEDO ZAVALA	ALLISON SCARLETH
2	FUENTES JARA	MELANY THAIS
3	GIRON ORTEGA	NATHALY VANESSA
4	ICAZA ORDOÑEZ	IVANNA
5	IGLESIAS HOLGUIN	JOSELYN DANIELA
6	MONCAYO QUINDE	ESTHER ALLISON
7	PONCE AGUILLÓN	ASHLEY ASTRID
8	PUMA NAULA	JENNIFER LIZ
9	SALVATIERRA MOSQUERA	GRISELDA MARIA
10	TUMBACO TRONCOSO	SHEYLA ISABEL

Appendix G

Class activities

Student during a Multiple Intelligence activity

Teacher explaining an activity

Researcher during a Multiple Intelligence activity

Students during a Multiple Intelligence activity

Students during a Multiple Intelligence activity

Students finishing a Multiple Intelligence activity