UNIVERSIDAD DEL AZUAY

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION

Escuela de Ciencias de la Educación

"A methodological proposal for teaching English based on Howard Gardner's Multiple Intelligence theory"

Research Project in order to obtain a Degree on Sciences of Education with mention in English.

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Cuenca- Ecuador

2006

DEDICATION

To ourselves because after four years of work, hard days and difficult moments our relationship of mother and daughter has grown. It has been a wonderful experience for both of us. We shall never forget these days.

Emma and Adriana

ACKNOWLEDGEMENT

We want to thank Kate Youman for all her support, knowledge and valuable suggestions that made possible to accomplish this work.

Thanks also to our teachers, especially to Carlos for his unconditional help.

Thanks to our family who understood all the missing moments of our time with them during our investigation.

Thanks

The content of this thesis is responsibility of its authors.

1. Thesis outline
2. Curricular Institutional Program of Fourth Grade of Asunción School.
3. Students' record files
4. Activity sheets unit 1
5. Activity sheets unit 3
6. Flash Cards used in the application
7. CD's used in the application (M-tunes games and videos)

ABSTRACT

The traditional way of teaching considers that all children learn in the same way, without taking into account students' aptitudes, interests and motivations. Therefore, it is important to discover students' abilities and teach accordingly.

The present research work is directed towards this goal. It consists of a wide variety of teaching methods and techniques applicable to the classroom based on Howard Gardner's theory of multiple intelligences. This proposal hopes to improve the learning process of teaching English to a group of students of the Fourth Grade of Asunción School by bringing new ideas to the classroom.

INTRODUCTION

Even though English is not the most spoken language in the world in terms of native speakers, it is the most widespread language in the world. But its importance is based primarily on the use of the language. English is used for the purpose of information, business and in government affairs around the world. It is used for all kinds of communication, music and entertainment.

In our country English is a required subject for almost all levels of the educational system. Therefore, teachers should be aware of the universality of English and help students realize its importance.

The methods used to teach English in Ecuador have been changing lately, but they still have not adjusted to the needs of today's global world. The methods and techniques must improve according to the necessity and importance of this language.

The project that we present is focused on discovering students' needs, cognitive states and learning aptitudes. Sometimes students do not see a connection between what they learn in school and what they need for their lives. We want to help students to understand their particular best way to achieve their goals. We have based our research on Gardner, Piaget, and Ausubel's theories and hope to lend a helpful hand with the teaching process of the English language.

CONTENTS

This thesis consists of six chapters.

CHAPTER I: GARDNER'S THEORY: This is an overview of Gardner's main ideas of his multiple intelligences theory and the way he introduced the criteria to determine each intelligence.

CHAPTER II: COGNITIVE THEORIES: This chapter reviews the concepts and relation of Piaget and Ausubel's theories and their connection to this research.

CHAPTER III: METHODS AND TECHNIQUES TO TEACH ENGLISH AS A SECOND LANGUAGE: This consists of the description of different methods and consequently the techniques to be used in the proposal.

CHAPTER IV: INVESTIGATION: It refers to the problem, type of investigation, population and techniques to be applied in the proposal.

CHAPTER V: PROPOSAL DESIGN: This contains a 7 unit program based on the Curricular Institutional Program of Fourth Grade of Asunción School, which has been adapted to meaningful activities according to the students' cognitive development and their natural intelligences.

CHAPTER VI: PROPOSAL APPLICATION: This contains the description, results analyses, conclusions and recommendations of our experience in applying this proposal with sixteen children of the Fourth Grade in Asunción School in Cuenca.

CHAPTER I: GARDNER'S THEORY

1.1 Multiple Intelligences

With reference to the problem that we proposed in our thesis outline, we want to go into a deeper consideration of the way students are most willing to learn. We base our research on Howard Gardner's Multiple Intelligences theory. As the traditional way of teaching considers that every person learns in the same way, without taking into account students´ aptitudes, interests, and experiences, we want to find a different way to teach English by focusing our proposal on the students´ natural aptitudes or intelligences.

Howard Gardner has always been intrigued by the challenge of human cognition. He tried to use psychologist's terms such as "skills" and "capacities" or lay terms such as "gifts", "talents" or "abilities", but he decided to use the word "intelligence".[1] In his first book, *Frames of Mind*, he defined intelligence as "the ability to solve problems or to create products that are valued within one or more cultural settings". Nearly two decades later, he refined his earlier definition; saying this: "I now conceptualize intelligence as a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are valued in a culture." With this change intelligences are potentials that will or will not be activated, depending upon the values of a particular culture, opportunities, personal decisions and many other reasons. It was very important to us to realize how Gardner determined each one of the intelligences and how he came to the conclusion that there are seven or even more intellectual variables.

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[1] Gardner, Howard, *Intelligence Reframed,* Basic Books, United Status, 1999, p.33

In his book, *Intelligence Reframed*, he laid out a set of eight separate criteria and combined the relevant scientific literature for evidence on the existence of many candidate faculties. If the candidate faculty met the set of criteria reasonably well, he called it a "human intelligence." So we want to make a summary of these criteria, in order to make clear the importance of this investigation.

The way of introducing the criteria is to group them in terms of their disciplinary roots. These groups are:

From the biological sciences

- **The potential of isolation by brain damage.** Gardner as a neurophysiologist was particularly interested in evidence that each intelligence could be dissociated from others. Many people have damaged faculties but others are spared.

- **An evolutionary history and evolutionary plausibility.** The evidence about the evolution of species is crucial in order to understand the contemporary mind and brain. Evolutionary psychologists tried to infer the selection pressures that led over many thousands of years to the development of a particular faculty. As a conclusion we can infer that early hominids had to be capable spatially of finding their way around diverse terrains.

From logical analysis

- **An identifiable core operation or set of operations.** Gardner states that specific intelligences operate in conjunction with several other intelligences, but some capacities seem to be central or "core" to an intelligence. These "cores" are called "sub intelligences" and they need to be used in conjunction with one another and so merit being grouped together. That is the case of linguistic intelligence which includes "core" operations, of phonemic discrimination, command of syntax, sensitivity of the pragmatic uses of language and acquisition of worth meanings.

- **Susceptibility to encoding in a symbol system.** The human brain seems to have evolved to process certain kinds of symbols efficiently and each intelligence has its own symbol system.

From development psychology

- **A distinct developmental history, along with a definable set of expert "end-state" performances.** Intelligences have their own developmental histories. But if a person wants to master some specific ability he/she will have to follow distinctive developmental paths to become what he/she wants to be.

- **The existence of idiot savants, prodigies, and other exceptional people.** There are many people who have unusual profiles o intelligences in certain areas, but also have marked deficits in others.

From traditional psychological research

- **Support from experimental psychological tasks.** Psychologists state that some operations are related to each other, by observing how well two activities can be done simultaneously. For example, most of us have no trouble walking or finding our way around while we are conversing, because the intelligences involved are separate. On the other hand, we often find it very difficult to talk while we are working on a puzzle or listening to a song with words; in these cases, two manifestations of linguistic intelligence are competing.

- **Support from Psychometric findings.** According to Gardner it is prudent to take psychometric findings into account. Studies of spatial and linguistic intelligences, for example, have yielded persuasive evidence that these two faculties have at best a weak correlation.

SEPARATE INTELLIGENCES

Howard Gardner in his book, *Frames of Mind*, proposed the existence of seven separate human intelligences. Later he added one more to his original list. He started from the two valued in school.

The linguistic; this is the one that involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals.

The logical-mathematical; this involves the capacity to analyze problems logically, carry out mathematical operations, and investigate issues

scientifically. The intelligences mentioned above have been taken as the paradigm of intelligence. People who have them are supposed to be successful in school and in life. Besides most tests of intelligence measure those faculties.

The musical; this entails skill in the performance, composition, and appreciation of musical patterns. According to Gardner, musical intelligence is almost parallel structurally to logical intelligence, so it doesn't make any sense to call either intelligence, and or the other, talent.

The bodily-kinesthetic; this entails the potential of using one's whole body or parts of the body to solve problems or fashion products. This intelligence is important for people who work with their hands, such as craftspeople, surgeons, or mechanics.

The spatial; this features the potential to recognize or manipulate the pattern of wide space as do pilots and navigators; as well as the patterns of more confined areas recognized by professions, such as surgeons, chess players, or architects.

The Interpersonal; this denotes a person's capacity to understand the intentions, motivations and desires of other people, and therefore, to work effectively with others. This intelligence should be developed by teachers, leaders, psychologists and salespeople, among others.

The Intrapersonal; this involves the capacity to understand oneself, including one's own desires, fears, and capacities, and to use such information effectively in regulating one's own life

The naturalist; this involves the capacity to explore the world of nature. The naturalist is comfortable in the world of organisms and may well possess the talent of caring for, taming or interacting with various living creatures.

Gardner in his book, *Frames of Mind*, viewed emotional life as a key component of an intrapersonal intelligence, but now he stresses the important role of intrapersonal intelligence in a person's life-course decisions. Also, he now considers emotional facets of each intelligence rather than a restriction of emotions to one or two personal intelligences. To Gardner the intrapersonal intelligence is growing in importance as the new millennium approaches.

Myths and realities about multiples intelligences. In his book *Intelligence Reframed*, Gardner explains that since his theory appeared, he has identified a number of myths about multiple intelligences. We are going to mention the most common and important ones.

- **Myth 1:** Eight or nine intelligences have been identified and research should create a variety of tests and secure the associated scores.

- **Reality 1:** Gardner's theory represents a critique of the standard psychometric approach, wherein researchers identify a construction and then create a test to assess its incidence.

- **Comment:** Gardner's concept of intelligence is an outgrowth of accumulating knowledge about the human brain and about human cultures, not the result of a priori definitions or factor analyses of a set of test scores. Intelligences should be examined directly rather than through the

lenses of linguistic or logical intelligences. For example, if one wants to assess spatial intelligences, one should allow people to explore a terrain for a while and see whether they can find their way around it reliably, perhaps even when they have to enter or exit at an unfamiliar point.

Gardner was more comfortable assessing a child's intelligences by observing them in a children's museum for several hours than by giving them a standardized test battery. Gardner would recommend that any intelligence should be assessed by a number of complementary approaches that consider the several core components of an intelligence. Thus, for example, spatial intelligence might be assessed by asking people to find their way around an unfamiliar terrain, to solve an abstract puzzle, and to construct a three-dimensional model of their home.

- **Myth 2:** Multiple Intelligences theory is not empirical.

- **Reality 2:** This theory is based wholly on empirical evidence and can be revised on the basis of new empirical findings.

- **Comment:** hundreds of studies were reviewed in *Frames of Mind*, and the actual intelligences were identified and delineated on the basis of empirical findings from brain science, psychology, anthropology, and other relevant disciplines.

Until now, most schools have stressed a combination of linguistic and logical intelligences. Of course, they are very important in order to accomplish the school goals, but an education built on multiple intelligences can be more effective. Our research goes on that line; we want to open our minds and perhaps-other teachers´ minds to a broader way of teaching English.

1.2   From theory to practice

The most difficult task that every teacher faces every day is discovering students' needs and their learning style. Even students themselves haven't learned how to learn.

When children are asked what they have done in school that day, they are often heard to answer "Nothing". According to Gardner, in his book, *The Unschooled Mind* (243), this response communicates a deep truth, because this is what they really feel. They do not see a connection between what they learn in school, with what they need for their lives. If responsible learning is to take place, if dynamic and generative understandings are to be achieved, it's crucial for students and teachers to become vulnerable, and then to exploit that vulnerability in order to acquire knowledge and skills that may be mobilized in the acquisition of understanding.

Our **first** aspiration in the development of this topic "From theory to practice" is to state that we want "to put in practice" a variety of new approaches of learning, all of them based on Gardner, Piaget, and Ausubel's theories. We are aware that individual students have a variety of needs, fears, and aspirations, and in a world where many of the traditional supports have weakened, much of the burden for providing support falls on the schools. Only if schools are concerned with feelings, interests, motivations, and values, as well, with cognitive goals, can such an environment be constructed and sustained.

Our **second** aim is to help the students to understand by themselves their best way to achieve their goals. Basing our work on the book *Practical Intelligence for School* where the authors define Practical Intelligence as

"the ability to understand one's environment and to use this knowledge in figuring out how best to achieve one's goal." (preface, ix)

In the book mentioned, the authors say that there are different kinds of practical intelligence for each job or situation we encounter in life. This includes knowing how to meet the daily challenges of life. It also includes getting along with classmates, colleagues, and members of any society. [2] Therefore, students need to develop practical intelligences.

Through extensive research and practice in a variety of school settings, researches and teachers have identified five themes as central to students' practical intelligences for school.

o   In order to succeed in school, students need to know the purposes of various school tasks, how learning is relevant to their lives now, and how they can use learning to improve their lives later.

o   They need to be aware of their personal strengths, weaknesses, habits, and interests. Self-assessment techniques can help students to understand their own work habits and intellectual preferences, and then focus on how to capitalize on strengths and compensate for weaknesses.

o   They have to realize that subjects differ from one another in content, learning process and typical testing format. Studying for a math test is different than studying for social studies.

o   Students need to focus on process, recognizing and defining problems for themselves. If they do so, they can plan effective strategies, locate and allocate resources, and use what they know to accomplish their work.

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[2] Williams, Wendy "et al", Practical Intelligence for School, Harper Collins, United States, 1996, p.xi

o   Students need to understand why they are attending school and see the benefits school confers. Although they may not like homework and tests, they should understand why they are required to work on them.

To conclude, we could say that students who have practical intelligence are active learners who make full use of their unique complement of intellectual skills. They know how to capitalize on strengths and compensate for weaknesses as they confront tasks in these domains. Students with practical intelligence know how to evaluate their own work and the work of others. They utilize feedback from teachers, parents, and peers to best advantage. But the most important factor is that students know how to recognize and solve problems, whether they exist in a textbook or in the less clearly defined world outside of the classroom. This project has been proved for some years in Yale and Harvard Universities.

Therefore, our **third** goal to accomplish the step, **going from theory to practice,** is to create enough classroom material, activities, games, etc, designed for the multiple intelligences approach. In that way we can observe students´ natural interests and abilities. Also we can guide students in the acquisition of practical intelligences.

CHAPTER II: COGNITIVE THEORIES:

2.1   Concepts

Before we start with methods and techniques to be used in the classroom, we want to recall the concepts of some of the authors with whom we are doing our research. According to Piaget, infants are born with schemes operating at birth that he calls "reflexes". They use these reflexes to adapt to the environment, and they are quickly replaced by constructed schemes. So children reach different stages of cognition and development, but they cannot go further if they do not master previous stages.

Piaget distinguished various stages that point to the beginning of these structures:

o   (0 to 2) Sensor motor: simple reflexive behavior, from ability to form schemes.

o   (2 to 7) Preoperational: use of symbolic thought and development of imagination

o   (7 to 12) Concrete operational: capable of true logical thought about physical operations.

o   (13 up) Formal: ability to think hypothetically and abstractly.

Piaget described two processes used by the individuals in their attempt to adapt: ASSIMILATION and ACCOMODATION. Both processes are used throughout life as the person increasingly adapts to the environment in a more complex manner.

Piaget's theory is of great importance to our investigation because it allows us to understand how from very early childhood there is interactive behavior between children and their environment. The affection we might give to them prepares them to have meaningful, active learning.

There are two important aspects in his theory:

o   The process of coming to know,

o   The Stages we move through as we gradually acquire this ability

In this way children actively construct their own knowledge.

This is the idea that we want to reinforce in our project. After the student has encountered his/her own potential or intelligence through different techniques, he/she should be able to construct his/her knowledge using practical intelligence.   How to do this? Students start using practical intelligence when they are guided to follow instructions on their own, or to solve real life problems, or make decisions in recreated situations.

We also based our investigation on David Ausubel's theory. He posed that learning depends on the previous cognitive structure which is related to the new information. Therefore, it is extremely important for teachers to know the cognitive structures of the students, not only regarding the amount of information they have, but the concepts and propositions they handle. Ausubel states that the most important fact which influences learning is what a child already knows. Therefore the teacher should know that information somehow related to our own experiences, once learned, is not forgotten.

The learning process seems very easy when we are directing our teaching to talented students, students who have the intelligences that schools sponsor: the linguistic and logical mathematical intelligences. The problem starts when we have in our classroom students that have not discovered yet their

aptitudes. Because of this, we also have investigated about emotional learning.

In the book, *"Educating Minds and hearts"*, a group of College teachers from Columbia University state "For many of our nation's children development occurs in environments that can neither provide consistent structure no the basic sense of safety that is so crucial to mastery and achievement. As a result, early in these children's lives, their experiences impede the buildup of the internal psychological structures that are necessary for achieving an increasing sense of autonomy, competence and pride in academic, social, and personal endeavors. When children are deprived of the optimal intrafamilial sources of support, extrafamilial institutions may offer the last opportunity to introduce structure." (119)

We, as educators, should integrate these concepts into our classroom, because we know students don't learn in the same way. There is a great need for programs and innovations that can be studied, and if useful, replicated in many schools. Teachers nowadays need the ability to discover the students' experiences, needs, fears or aptitudes to guide them in the acquisition of knowledge.

Before we finish our theoretical framework, we want to make a brief summary of our research as we have conceptualized it: **Learning is a process that starts at a very early age and it's greatly influenced by the intrafamilial support and students' environments. The cognitive structure could be adapted to receive new information if the students have normal emotional surroundings; otherwise, they could close their mind to new information. They need to develop a practical intelligence in order to solve their problems and to be able to learn through their own experiences because that is what is going to be saved in their long term memory. Finally they need to discover**

their natural aptitude and work on that line in order to accomplish their goals in life.

CHAPTER III: METHODS AND TECHNIQUES TO TEACH ENGLISH AS A SECOND LANGUAGE

For our job, it's very important to define the most advisable methods and techniques for teaching English. We need to arouse students' talents through appropriate techniques; for example, if we need to teach them ¨commands¨ and some students show spatial intelligence, we might give them instructions to go from one place to another. On the other hand, if they like nature, we might use instructions to plant some seeds.

Being aware of students' differences, we have chosen some general methods to teach a language, which are being explained briefly.

3.1   Direct Method

The direct method receives its name because it is connected directly with the target language, without going through the process of translating into the student's native language. It's the method that uses foreign language to communicate, and no translation is allowed.

Teachers who use the Direct Method intend the students to learn how to communicate and think in the target language. Teachers believe that students need to associate meaning and the target language directly. For example, if new vocabulary is introduced, the teacher demonstrates its meaning through the use of realia, pictures, or pantomime, and never translates it into the student's native language.

The syllabus used in the Direct Method is based upon situations or topics. Grammar is taught inductively, because a grammar rule is never given. Students practice vocabulary by using new words in complete sentences, so we can say that vocabulary is emphasized more than grammar. We think this method would be easily applied for students who are musical or spatial learners.

Some of the techniques used in this method are, **reading aloud** (gestures, pictures and realia to clear the meaning), **questions and answers exercises** (only in the target language), **self correction** (choosing the best answer), **conversation practice** (tacit grammar structures), **fill-in-the-blank exercises** (students induce the grammar rule by examples), **dictation, map drawing** (help to clear the meaning up).

3.2   The audio-lingual method

The audio-lingual method was created during World War II, when the need of learning English had to be fast for military purposes. Most of the ideas about the audio-lingual method were conceived from the disciplines of descriptive linguistics and behavioral psychology. In this method the teacher is the conductor of the class. She/he gives instructions in English and sometimes uses actions to convey meaning. Students' native language is not allowed in the class.

Some of the techniques used in this method are, **dialogue memorization** (students take roles to repeat the dialogue), **backward build-up drill** (for difficult lines), **repetition drill** (teacher models), **chain drill** (one-by-one ask and answer questions), **substitution drill** (students change a word or a phrase called cue), **transformation drill** (students transform one type of sentence into another), **question and answer drill** (practice with the question pattern),

use of minimal pairs (refers to the sound of words), **complete the dialogue** (complete the missing words), **grammar game** (designed to practice grammar points).

3.3   Suggestopedia

Suggestopedia is the application of the study of suggestion to pedagogy in order to eliminate the feeling of failure and to help students to overcome the barriers of learning. According to the author of this method, Georgi Lozanov, the reason for the inefficiency in the class is that the teachers set up psychological barriers to learning. Lozanov also thinks that people only use 5 to 10% of their total mental capacity. In order to make a better use of this mental reserve, students should be ¨desuggested¨.

The main idea of this method is that learning is facilitated in a relaxed, comfortable environment. Students learn from what is present in the environment. Imagination and assumption of new identities will aid learning and also reinforce it. In this method communication takes place on two planes; on the conscious plane the learner attends to the language; on the subconscious plane any relaxing elements (music, soft sounds, arts, etc) suggest that learning is easy and pleasant.

Teachers should help students to activate what they know, by using music and movement; in other words, atmosphere of play; all these reinforce the linguistic material, because learners don't focus on linguistic forms, but rather on using the language.

Also in this method, errors are tolerated, the emphasis being on content, not form. The teacher should use well arranged structures so the students will

hear them correctly. We will be using this method to activate students' aptitudes for drama or for bodily kinesthetic learners. It would also be effective for interpersonal people.

Some of the techniques used in this method are **activating students' imagination** and **assuming new identities by role-playing**.

3.4   Total physical response (TPR)

This method is also called ¨the comprehension approach¨ because of the importance given to the listening skill. The idea of focusing on listening comprehension during early foreign language instruction comes from observing how children acquire their mother tongue. A baby spends many months listening to people before he starts talking. The teacher should help the student to understand the target language by using pictures, by being as expressive as possible. This method starts with commands. Students listen and respond to the spoken target language commands of their teacher. One of the main reasons the Total Physical Response Method was developed was to reduce the stress people felt when studying foreign languages. One of the primary ways this is accomplished is by allowing learners to speak when they are ready. Of course, perfection should not be expected.

Children love this method because they have fun. When students are ready to speak they reverse roles. We will be using this method with all learners in order to create a fun environment in the classroom.

Some of the techniques used in this method are **using commands to direct behavior**, **role reversal** (students command their teachers and classmates), **action sequence** (teacher gives connected commands).

3.5   Communicative approach

This method attempts to have students involved in the classroom activities. The important fact is to find the appropriate topics for each age and interests. Students are motivated to talk. They should discover the answers by themselves avoiding lengthy explanations from the teacher. Teachers should plan their lessons so that they will speak as little as possible and students do the majority of the talking according to their level. The material used in class should be related to the students' life and experiences. The lesson plans   prepared for this method should include a lot of practice to reinforce learning. This method introduces structures in context and it would be helpful for our project as a final feedback. We will use this method for all learners.

Some of the techniques used in this method are **unscrambling words or sentences**, **games**, **predicting features**, **role-playing.**

3.6   Logical method compatible with multiple intelligences

As we have described above, we will be using a combination of these methods depending on the topic. We also need to be aware of students' natural intelligences and interests. Students who have **Linguistic Intelligence** use language to excite, please, convince, stimulate or convey information.

This intelligence involves not only ease in producing language, but also sensitivity to the nuances, order and rhythm of words. Students who enjoy playing with rhymes, who always have a funny story to tell, who quickly acquire other languages and who write notes to their friends in class all exhibit linguistic intelligence. Very often people who have strong verbal-linguistic intelligence can read for hours at a time. Their auditory skills tend to be highly developed, and they learn best when they can speak, listen, read, or write. This kind of intelligence is found in poets, copywriters, novelists, journalists, scriptwriters, orators, seminar presenters, politicians, editors, publicists, journalists, speech writers, and lawyers. Some famous examples of persons who have been involved in this intelligence are Bill Clinton and Winston Churchill, and in Ecuador Velasco Ibarra and Oswaldo Hurtado.

Some of the **activities** that these learners enjoy are reading, writing, listening, spelling, debating, and playing word games. They are sensitive to patterns, they have good memory for general knowledge, they exhibit ability to reason, and they are good public speakers.

Some of the **teaching strategies and exercises** to strengthen linguistic intelligence are:
- Make up stories and tell them to someone else
- Have debates about current events
- Discuss life, the universe and everything
- Keep a journal
- Learn new words every day
- Read and write all kinds of poems, novels, stories and jokes
- Play vocabulary games and tests
- Do puzzles, crosswords, and brainstorms
- Write letters/emails to pen pals
- Publish projects

Authors recommend different ways to help Linguistically Intelligent Students in order to excel. They think that teacher should create a small library area within the classroom; also a listening lab with audio-visual methods. It is necessary to provide a writing centre with all the materials needed, including computers. The best way to reach these students' attention is through reading; consequently, rules should be clearly written and posted in the classroom.

Students who have **Logical- Mathematical Intelligence** use numbers effectively and reason well. They are sensitivite to logical patterns and relationships, statements and propositions (if-then, cause-effect), functions, and other related abstractions. Their intelligence includes categorization, classification, inference, generalization, calculation, conduction of controlled experiments, and hypothesis testing. Students with this intelligence think in terms of concepts and questions, and love to put ideas to test; they could explore careers in science, mathematics, scientific research, computer programming, and mathematical theories.

Some of the **teaching strategies and exercises** for Logical-Mathematical Intelligence are calculation and quantification. They often relate numbers to other sciences; therefore, it is advisable to use numbers to call their attention. They enjoy comparing, classifying, and categorizing facts, charts, etc. They also love playing cards that involve a certain level of difficulty or solving problems that other students hate doing. They like puzzles that include numbers.

There are some ways to help Logical-Mathematically Intelligent students in order to excel. Teachers could create a science center, where students conduct experiments. They may have a math lab spot with creative books in this area. As they are natural researchers, they like to know how things function; therefore, enough recycling material should be used to investigate

this. The best way to reach these students' attention is through numbers; consequently, rules should be numbered, posted, and later referred to by number. Example: "you just broke rule #17." As a discipline method, have your student quantify or chart their negative and /or positive behaviors.

Students who have **Spatial Intelligence** have the ability to perceive the visual-spatial world accurately and to perform transformations upon those perceptions; for example, an interior decorator, designer, architect, artist, or inventor. This intelligence involves sensitivity to color, line, shape, form, space, and the relationships that exist between these elements. It includes the capacity to visualize, to graphically represent visual or spatial ideas, and to orient oneself appropriately in any unknown terrain. Students with this intelligence will succeed in careers as artists or architects, using or designing navigational systems, building and designing inventions, etc.

Some of the **teaching strategies and exercises** for Spatial Intelligence are using color and shape as a tool in the classroom. Students enjoy and learn creating their own concept maps, picture metaphors, idea sketching or graphic symbols. A good way to help these kinds of students to excel is to provide them with an art area, with paints, collage materials, drawing supplies, a picture library, 3D building material, and everything they need to enhance their ability. They also like visual media centers, pictures, computer programs and graphics. The best way to call students' attention is by posted rules with pictures of what to do and what not to do.

Students who have **Bodily- Kinesthetic intelligence** are expertise in using their whole body to express ideas and feelings; for example, an actor, a mime, an athlete, or a dancer. Their tactile sense is usually well developed; they enjoy physical challenges and pursuits. Some of them have the ability to use their hands to produce or transform things. Later they may become craftspeople, sculptors, mechanics, or surgeons. Armstrong says that this intelligence

includes specific physical skills such as coordination, balance, strength, flexibility, and speed.

Some of the **teaching strategies and exercises** for body- Kinesthetic students are to use their body to answer questions posed by the teacher, body maps, Classroom Theater, suggestopedia methods, hands-on thinking in which students are encouraged to touch and learn. These students learn best by doing, moving, and acting things out.

The best way to help Bodily Kinesthetic Intelligent Students to excel is by providing them with an open space for creative movement. Besides, it is very important to create a hands-on spot with manipulative materials like modeling clay. For the students who like drama it would be useful to have a drama center with puppets and costumes. To call students' attention teachers should assign a gesture to all of the classroom rules; students show that they know the rules by going through all of the gestures.

Students who have **Musical Intelligence** perceive, discriminate, transform and express musical forms. Their intelligence includes a special sensitivity to rhythm, pitch or melody. Students with this intelligence are sensitive to all types of nonverbal sound and the rhythms of everyday noise; so they should be encouraged to become composers, musicians, conductors, studio technicians, recording artists, etc.

Some of the **teaching strategies and exercises** for Musical Intelligence are classroom rhythms, songs, and chants. It is advisable to use bibliographies of musical selections to accompany units or projects, super-memory music, in order to help students give difficult information to memory by putting it to music, abstract musical concepts and mood music while test-taking, studying, or working in groups.

There are some ways to help Musical Intelligent students in order to excel. Teachers could create an easily accessible music lab, with cassettes, earphones, CD's; they may have a music performance center, with recording equipment and instruments; in general a "listening lab," where they listen to sounds other than music with stethoscopes, walkie-talkies, sound bottles, etc. Some good ways to control their discipline in the class are to set rules to a song. Teachers should find musical selections that deal with the problem that the students are having; also if the students feel angry, tell them to play their favorite songs in their head so as to avoid rash decisions. Most of the things can be controlled by music because this intelligence is the earliest one to be developed, but musical prodigies often go through a developmental crisis and it's our duty to help them to succeed.

Students who have **Interpersonal Intelligence** make distinctions in the moods, intentions, motivations, and feelings of other people. They often include sensitivity to facial expressions, voice, and gestures; an interpersonal intelligent student has the ability to discriminate among different kinds of interpersonal cues, and to respond effectively to those cues in some pragmatic way. Teachers should be caregivers, and should create a bond and an attachment with students. We should encourage students to explore careers in counseling, psychiatry, psychotherapy, politics, law, sociology, teaching, etc.

Some of the **teaching strategies and exercises** for Interpersonal Intelligence are peer sharing, people sculptures, cooperative groups, board games, simulations. Students will be glad to have the opportunity for social outletting, such as leading or working in groups, and teachers should provide group or peer counseling to students of interpersonal intelligence when needed.

There are some ways to help Interpersonal Intelligent students to excel. Having a round table available for group discussions can do this, in the classroom desks could be paired for peer teaching and discussion. Students would love to create a social area, with comfortable chairs and relaxing activities, for informal social gatherings among students and teachers.

Students who have **Intrapersonal Intelligence** manage self-knowledge and the ability to act adaptively on the basis of that knowledge. Students with this intelligence have an accurate picture of their strengths and limitations; they are aware of their inner moods, intentions, motivations, temperaments, and desires; they also have the capacity for self-discipline, self-understanding, and self-esteem.

What is critical in this intelligence is the emotional boundaries that can exist between oneself and another person, so they should be encouraged to explore careers in psychotherapy, religion, philosophy, creative writing, etc.

Some of the **teaching strategies and exercises** for Intrapersonal Intelligence are to provide students with reflection periods, to attach personal connections with lessons regularly, to let students choose their own activities in some periods, to create moments of emotional expression, and goal-setting sessions. A good way to control the discipline in the class is to make students responsible for creating classroom rules at the beginning of the year. When the students are feeling out of control, they will have to go to an individual time-out area, and of course the teacher should provide activities to foster self-esteem.

Some ways to help Intrapersonal Intelligent Students to excel are by providing blocked-off study carrels for individual work. The teacher should

build an attic with spaces for individuals to hide for a little while, and also they may have a computer hutch, for individually motivated study.

Students who have **Naturalistic Intelligence** recognize, classify, and enjoy aspects of the natural environment; they have a lot of curiosity about animals, plants, and landforms.

A naturalistic intelligent student should be encouraged to follow careers such as those of zoologists, biologists, veterinarians, landscapers and forest rangers; a very notable individual in this intelligence is Charles Darwin. By the way, his biography says that he was not an outstanding student in school.

Some of the **teaching strategies and exercises** for Naturalistic Intelligence are to write a story from the perspective of a chosen animal, or to work with the students to create a dialogue between two species of animals. What students will love is to go on an excursion, to go camping or to simply go on a walk; during these walks the teacher can tell the students to write their reactions in an observation journal. In order to excel in Naturalistic Intelligence, it is a good idea for students to create a labeled map. As the class goes on these walks or camping trips, the teacher can also encourage students to design a brochure advertising the parks, landscapes of their country or city for other visitors.

CHAPTER IV: INVESTIGATION

4.1   The problem

The traditional way of teaching considers that every person learns in the same way, without taking into account students' aptitudes, interests, and experiences. Our investigation and methodological proposals are focused on maximizing the development in the learning of English of children of the Fourth Grade in Asunción School in Cuenca, and perhaps it may be a support for other teachers. Most of the problems in learning occur because of mass education. It's almost impossible to teach any language to large groups of people who besides having different backgrounds, interests and levels of knowledge, are also compelled to learn English. In our country, English is a required subject for almost all levels of the educational system. Students do not realize the importance of learning this language; they just want to know English as much as necessary to go on to the next school level. We should also state that teachers are not up to date in appropriate methodological techniques. Therefore, learning English becomes a tiresome and non-practical experience for students and a frustrating one for teachers.

4.2   Type of investigation: project

First of all, this project hopes to improve the learning process by bringing new and fresh ideas to the classroom based on Howard Gardner's theory. Second, by obtaining enough information about the real situation of teaching English, we want to propose some solutions as an aid for teachers. Third, to design a new methodological proposal that includes techniques and strategies. Finally, to apply this methodological proposal in the Fourth Grade in Asunción School in Cuenca

4.3   Population

We have chosen children of the Fourth Grade of the Asunción School because they have already accomplished the process of reading and writing. They are just in time to start their logical thought according to the stages of Piaget, and also students at this age enjoy having new experiences. We will be working with a small group of volunteer students, in an extra class schedule.

4.4   Techniques to be applied

- **Tests:** In order to determine and classify the children's learning style, we are going to use a simple form to check things that they like to do or things that they do not like to do. As we said before, Gardner's theory represents a criticism of the standard psychometric test; consequently, this activity is only going to be used by us to discover student preferences.

- **Direct Observation:** This technique is very important for us, because we need to confirm the test results. We will present students with curricular themes to be taught with material that covers all aptitudes. Each student will choose the easiest way to learn for him or her and the method he/she feels most comfortable with. The material presented will be developed in the four skills: listening, speaking, reading and writing.

This technique is also the most effective to assess the different intelligences, but we have to know that people possess not only one intelligence. As Gardner said, every person is born with eight intelligences, and all of these are modifiable and teachable. All activities require more than one intelligence; for example, playing the piano requires at least three

intelligences: musical, for following the music and keeping time; bodily-kinesthetic, for manipulating the fingers and feet appropriately; and spatial, for determining the relationship between keys and the sounds they produce.

We have taken a recommended questionnaire from the book of Elena María Ortiz de Maschwithz "Multiple Intelligences in People's Education" which allows teachers to judge the students' aptitudes.

To what extent does the student show a particular intelligence? Fill in the box with the number, which corresponds.

1 = always   2 = sometimes   3 = never

NAME:_____	NAME:_____
Verbal- Linguistic Intelligence	**Spatial Intelligence**
☐ Does he/she talk to others in a very verbal-linguistic way?	☐ Does he/she make drawings on his book and use different materials to work?
☐ Does he/she write better than the average?	☐ Does he/she communicate through visual images?
☐ Does he/she use good vocabulary according to his/her age?	☐ Does he/she create three-dimensional advanced objects according to his/her age?
☐ Is he/she good at story telling, jokes, etc?	☐ Does he/she have the facility to read maps, graphics and diagrams?
☐ Does he/she enjoy hearing stories, books, recordings, etc?	
☐ Does he/she have the facility to remember names, dates and places?	☐ Does he/she enjoy solving visual activities?
☐ Does he/she show interest in doing rhymes, tongue twister, etc?	☐ Does he/she enjoy watching movies, visual presentations, etc?
☐ Does he/she understand and	☐ Does he/she enjoy doing art activities?

enjoy word games? ☐ Does he/she like to read tales? ☐ Does he/she have the facility to speak foreign languages?	☐ Does he/she make advanced figures according to his/her age?
Logical-Mathematical Intelligence ☐ Does he/she recognize and comprehend cause and effect in relation with his/her age? ☐ Does he/she wonder about how things work? ☐ Is he/she capable of solving math problems mentally? ☐ Is his/her thinking more abstract than that of classmates? ☐ Does he/she show in experiments a cognitive thought on a superior level? ☐ Does he/she enjoy math classes? ☐ Does he/she enjoy classifying, organizing and ordering things? ☐ Does he/she find pleasure solving math games on a computer? ☐ Is he/she capable of solving problems that require logic? ☐ Does he/she like to play board games?	**Bodily-Kinesthetic Intelligence** ☐ Does he/she express him/herself in a dramatic way? ☐ Does he/she enjoy making tactile experiences? ☐ Is he/she good practicing one or more sports? ☐ Does he/she communicate different physical responses while he/she is working or thinking? ☐ Does he/she move constantly if he/she is sitting for too much time? ☐ Does he/she show activities that involve motor coordination skill? ☐ Does he/she find pleasure in assembling and unassembling things? ☐ Is he/she good at imitating movements and gestures of other people? ☐ Does he/she like to touch things?
Intrapersonal Intelligence ☐ Does he/she show love of him/herself? ☐ Does he/she show himself/ herself to have a great sense of independence?	**Musical Intelligence** ☐ Does he/she sing songs that weren't taught in class? ☐ Does he/she identify discordant music? ☐ Does he/she have good memory

☐ Does he/she use his/her mistakes and achievements to learn from them?	for songs?
	☐ Is he/she sensitive to the environment noises?
☐ Does he/she have a practical concept about his/her abilities and weaknesses?	☐ Does he/she have a good voice to sing?
☐ Is he/she capable of expressing his/her feelings?	☐ Does he/she move his/her fingers rhythmically on the table while working?
☐ Does he/she have good performance when working or playing alone?	☐ Does he/she know how to play any instrument?
☐ Does he/she prefer working alone than in groups?	☐ Does he/she sing all the time without noticing it?
☐ Does he/she have a good sense of self-direction?	☐ Does he/she move or speak rhythmically?
☐ Does he/she have a total different way of learning?	
Naturalistic Intelligence	**Interpersonal Intelligence**
☐ Is he/she sensitive to animal, plants, etc?	☐ Do his/her classmates look for his/her company?
☐ Does he/she understand different species?	☐ Does he/she like to talk to his/her classmates?
☐ Can he recognize rules of nature?	☐ Does he/she show interest for other students?
☐ Does he/she enjoy classifying and collecting objects?	☐ Is he a natural leader?
☐ Does he recognize and classify different species in nature?	☐ Does he/she have two or more good friends?
☐ Does he show interest about nature and everything around it?	☐ Is he/she capable to give advice when someone has a problem?
	☐ Does he/she enjoy playing with other kids?
	☐ Does he/she belong to a social group or club?

- Student record file: We need to keep records of students' likes and dislikes, habits, natural aptitudes, abilities, grades, class-family relationships, and skill performance. In order to accomplish this goal, we need to create charts that will include all the points mentioned above. The charts need to be easy to manage. Both teachers are going to use the same tool for each of the students. Later, we can compare information obtained. This technique will become a documented way for direct observation.

- Index Cards: They will be used to organize the collection of data, describe the results, analyze, and interpret the information.

- Focal Groups: This technique will be used to analyze the results of applying the use of Multiple Intelligences in the classroom. As we said before, students will choose any particular curricular theme which represents their most suitable way of learning; therefore, we need to analyze what they have learned by groups with respect to our objectives.

- Analysis and interpretation: Each step given by students in the application of the methodological proposal is going to be recorded. Consequently, it will help us to determine if the method, techniques and activities posed for teaching English in this new approach are good enough to be aids for other teachers.

CHAPTER V: PROPOSAL DESIGN

The proposal design is based on the Curricular Institutional Program of Fourth Grade of Asunción School. It consists of seven units, which are displayed as lesson plans. Each unit is developed in the use of four skills: listening, speaking, reading and writing. The four skills are related to each other by the mode of communication, oral or written; and the direction of communication, receiving or producing the message. These skills are focused on the whole group of students, without taking into account their preferences.
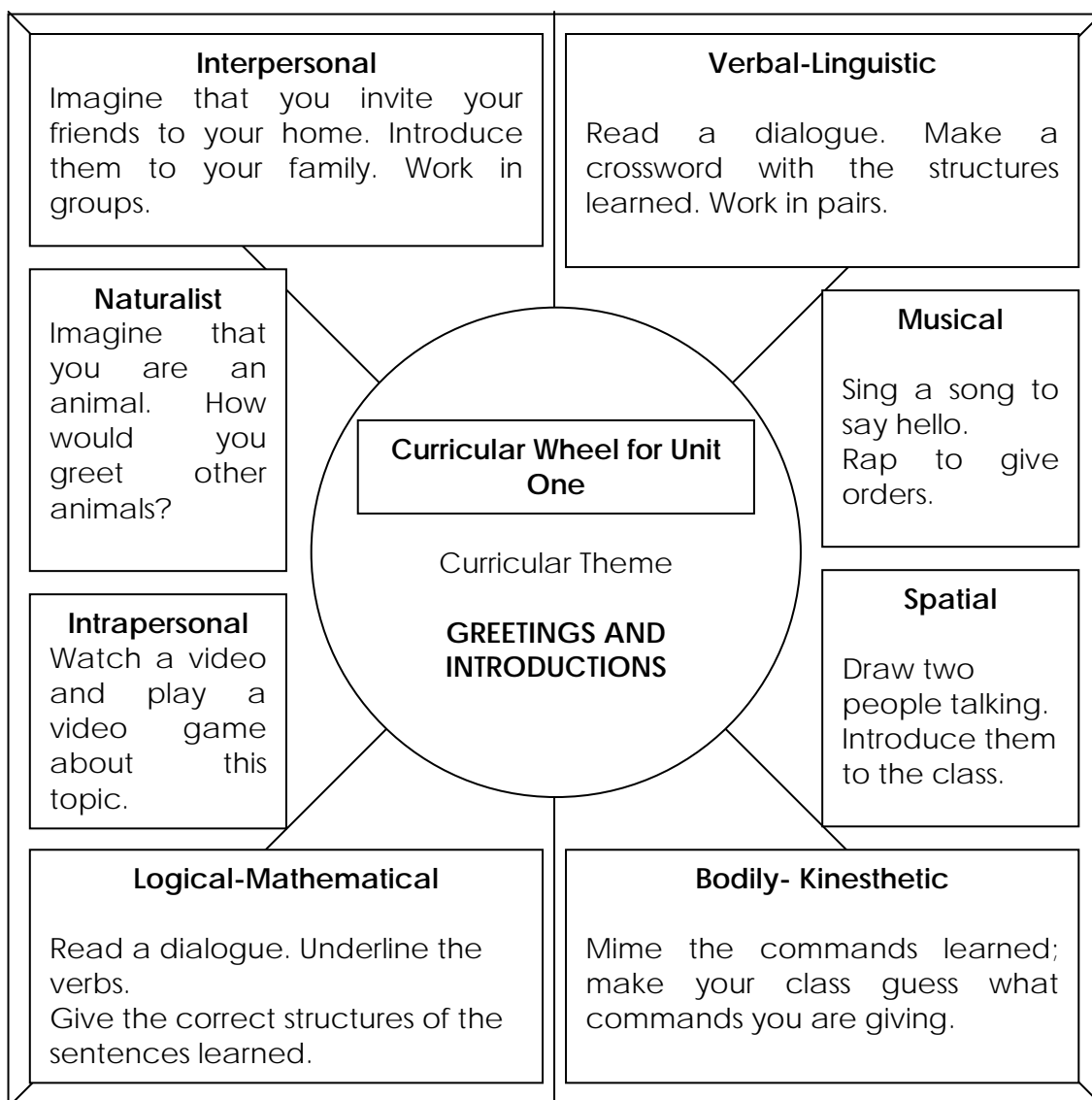
At the beginning of each unit, we present a chart with a curricular wheel, which will be shown to the students in order for them to recognize their preferences. In this curricular wheel we have planned activities for the eight intelligences stated by Howard Gardner. Each student may choose freely the activity he/she prefers to do, but he/she can develop any other activity because as Gardner says humans possess more than one intelligence.

Talking about evaluation, every step that the student makes will be recorded in a special chart prepared for that effect, which will be presented as an appendix with the results.

The application of this proposal will be carried out in a four-week plan, three days a week, two hours of classes (90') after school time, as a seminar. The first week will be of observation and recognition of preferences. Two units of the seven posed will be applied.

Areas or spots for each intelligence will be created in the classroom. The maximum number of students admitted will be twenty.

UNIT 1

Interpersonal	Verbal-Linguistic
Imagine that you invite your friends to your home. Introduce them to your family. Work in groups.	Read a dialogue. Make a crossword with the structures learned. Work in pairs.

Naturalist
Imagine that you are an animal. How would you greet other animals?

Curricular Wheel for Unit One

Curricular Theme

GREETINGS AND INTRODUCTIONS

Musical

Sing a song to say hello.
Rap to give orders.

Intrapersonal
Watch a video and play a video game about this topic.

Spatial

Draw two people talking. Introduce them to the class.

Logical-Mathematical	Bodily- Kinesthetic
Read a dialogue. Underline the verbs. Give the correct structures of the sentences learned.	Mime the commands learned; make your class guess what commands you are giving.

GREETINGS AND INTRODUCTIONS. - COMMANDS

- **Specific Aim:** Applying what is posed in the curriculum wheel. By the end of the unit the students will be able to greet their friends, introduce themselves to the class and introduce other people. They will also follow and give instructions.

- **Warm Up activity: Activating previous knowledge.**

Using students' photographs of the 4th Grade of Asunción School, we will present a "Guess Who" game.

- **Presentation:**

Students will watch video scenes where people are greeting and introducing each other in different situations.

- **Functions and structures:**

- Introduce yourself and ask other's names
- Introduce someone else
- Greet the teacher
- Give and ask for basic personal information
- Follow and give commands related to the classroom

1. Hello, I'm …**JULIANA**…. What is your name?

2. Good morning class, this is **Santiago.** How are you Santiago? - I am fine, thanks.

3. Open your books, please.

4. Don't open your books

- **Structure Tables:**

a)

Hello / Hi Good morning Good afternoon Good evening	I my name	am is	Diana. Carlos.

b)

What	is	your his/ her	name? middle name?

c)

This	is	Santiago.

d)

How	are	you?

e)

I	am	fine, thanks.

f)

Open	your	books.

g)

Do not Don't	open	your	books.

- **Practice for all groups:**

LISTENING AND SPEAKING SKILLS

1.   Introduce yourself to your class. Ask the classmate next to you his/her name. Make a chain. Example:

Hi. I am Diana. What's your name? ...Continue...

2.   Choose any friend in your classroom. Introduce him/her to the classroom. Ask him/her how he/she is. Make a chain. Example:

Good morning class, this is John. How are you John?
I'm fine, thanks. ...continue...

3.   Listen to the teacher. Follow the instructions. The teacher will model. Example:

Open your books, please.
Please, sit down.
Stand up, please.
Close the door, please.
Go to the board.
Go back to your seat.

4.   Look at your teacher and at your friends doing the command, Say the command, and give the commands to your friends. Example:

<div align="center">

Open your { **book** / **eyes** / **mouth** }

</div>

READING AND WRITING SKILLS

1.   Read and write the answers.

My name is Adriana. What is your name?

....

My middle name is Patricia. What is your middle name?

....

My last name is Mora. What is your last name?

....

I am fine. How are you?

....

2.   Look at the pictures. Write a command for each picture.

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____
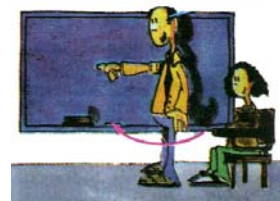
PRODUCTION:

Musical:

a)   Listen to the song. Work in-groups. The first group asks and the other answers.

Good Morning "Peter"

1st group	**2nd group**
Good morning Peter !	*Very well thank you.*
Good morning Peter!	*Very well thank you.*
How are you?	*How are you?*
How are you?	*How are you?*

b)   Using any melody that you like, make a new song with the structures learned.

c)   Let's chant:

Go to your seats
Open your books
Write your names
And Say hello

Verbal-Linguistic:

a)   Read a dialogue. Write a new one. You can ask other questions, and give instructions.

Good Morning. My name is Ketty. I am your teacher what's your name?

Hello. I'm _____. How are

b)   Make a crossword. -   Look at the arrows:

Across ——————▶
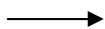
1. What's your..................?

2. Close your .

3. Good.......................teacher.

4. What is her………… name?

Down ⬇

1. How ....you?

2. ……………… up.

3. ……...........your book.

4. I................ fine, thanks.
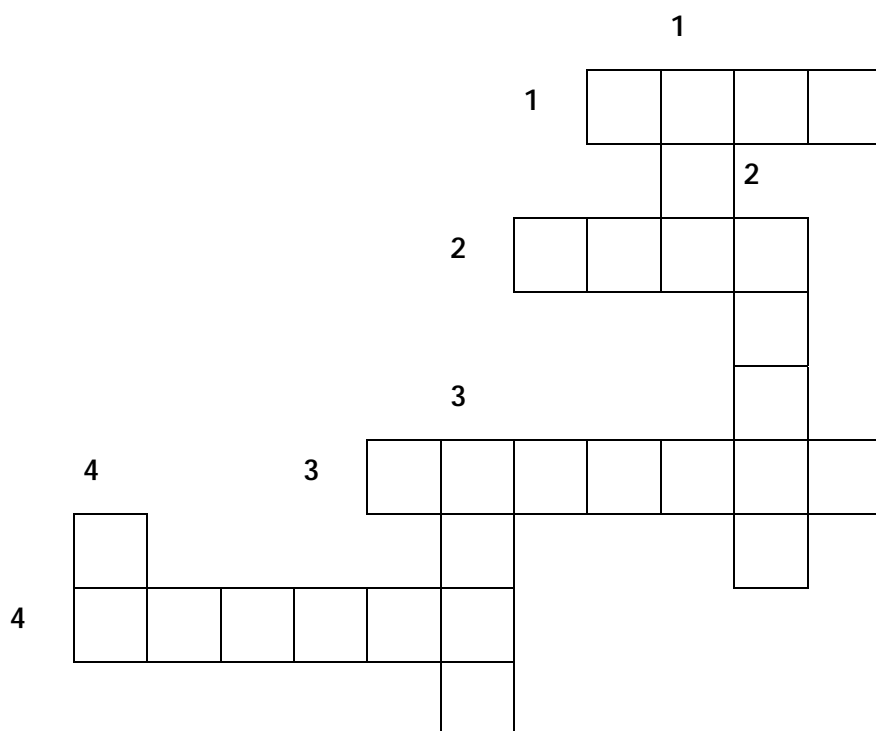
Naturalist:

a)   Look at the animals. Choose the ones that you like the most. If you were one of them how would you greet other animals? Act it out.
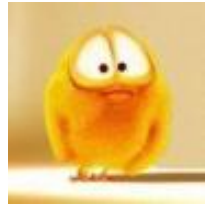
Duck	Chicken	Cat
Rabbit	Dog	Cow
	Tiger	

b)   Draw pictures that show care for nature. Example: A boy planting a tree.

Logical-Mathematical:

a)   Read a Dialogue: Underline the verbs. Make new sentences with those verbs.

 Teacher: Good Morning!
My name is Adriana. I am your teacher.
What's your name?

Student: Hello.
I'm David. How are you?

b)   Infer and explain to the class the grammar structure of the sentences.

Interpersonal:

a)   Use your imagination and the pattern learned; take your friends to your home. Introduce your friends to your parents. Play different roles.

Intrapersonal:

a)   Watch a video
b)   Play a video game about this topic.

Spatial

a)   Draw two people talking. Introduce them to the class.

Bodily-Kinesthetic

a)   Mime the commands learned. Look at the examples given by the teachers (teacher mimes opening the door, students say the command).

UNIT 2

Interpersonal	Verbal-Linguistic
Draw the objects according to the location described.	Write letters to a friend describing your favorite place.

Naturalist	Curricular Wheel for Unit Two	Musical
Create your own farm. Describe it to your class.	Curricular Theme	Sing a song using the new structures learned.

Intrapersonal	AMOUNTS, COLORS AND LOCATIONS	Spatial
Write a journal about your first experience when entering to your classroom.		Use modelling clay to build a place described by your classmates

Logical-Mathematical	Bodily- Kinesthetic
Find the differences between two photographs. Make a sentence for each difference.	Move around your classroom; follow the numbers. Report what you discover in each number.

AMOUNTS, COLORS, AND LOCATIONS

- **Specific Aim:** By the end of the unit students will be able to count and describe personal and classroom objects, and to give their location, using simple prepositions.

- **Warm Up activity: Activating previous knowledge.**

Make students put different objects in a box, by making two or three groups. Let them guess what you have. As fast as they can guess, the group gets a point.

- **Vocabulary:**

Box of crayons

Glue
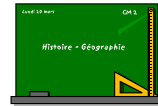
Blackboard
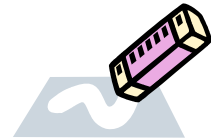
Eraser

Flower Pot

Compass

Schoolbag

Chair

Pencil case

Set of rulers

Notebook

Desk

Scissors

Pencil

Marker

Pens

Books
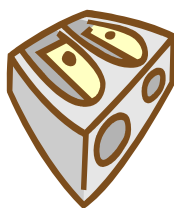
Sharpener

World Globe

- **Presentation:**

Listen and match the number, the color and the object that you hear.

In my classroom, there are twelve grey desks; two yellow books and four blue markers. And in my bag there is one red ruler with a white eraser.

In my classroom there are

twelve	blue	books,
two	gray	desks,
four	yellow	markers.

And, in my bag there is

one	white	ruler, and
a	red	eraser.

- **Functions and structures:**

- Count personal and classroom objects
- Give colors of personal and classroom objects
- Describe location of personal and classroom objects

1. There is a white eraser in my bag.
2. I have a blue skirt.
3. There are twelve desks in my classroom.

- **Structure Table:**

			blue			
	is	a/an/one	grey	ruler	in	the bag.
There			white		on	the desk.
	are	two/three…	red	books	near	the window.
			yellow			

I	have		blue		in	the bag.
		a/an/one	grey	ruler		the desk.
		two/three	white	books	on	
He/She	has		red		near	the window.

- **Practice for all groups:**

LISTENING AND SPEAKING SKILLS

Count and say how many objects you can find in your class. How many chairs? How many desks? How many flower pots? Etc. Example:

There is one brown door, and one white board, twenty five grey desks, etc.

Describe anything you have in your class. Tell your class how many you have and their colors. Take turns. Example:

I have a red pen in my schoolbag. **I have five white sheets on my desk.**...Continue...

Listen to your classmates and report what they describe. Example:

There are three red folders near the table, eight schoolbags on the floor and one green blackboard on the wall.

WRITING AND SPEAKING SKILLS

Look at the picture, make a report and tell your classmates

PRODUCTION:

Musical:

a)   Listen to the song and complete the missing words

On the first day of school, my best friend gave to me, a really fabulous CD.
On the second day of school, my best friend gave to me, two yellow rulers, and a really fabulous CD.
On the third day of school, my best friend gave to me, three blue pencils, two yellow rulers, and a really fabulous CD.
On the fourth day of school, my best friend gave to me, four green books, three blue pencils, two yellow rulers, and a really fabulous CD.

On the fifth day of school, my best friend gave to me, five red markers, four green books, three blue pencils, two yellow rulers, and a really fabulous CD.

b)   Sing the song

Verbal-Linguistic:

a)   Write a letter to a friend, describing your favorite place.

Naturalist:

a)   Create your own farm. Pick up the number of animals you want, and give them color and position. Talk about them to your classmates. Example:

In my farm, I have two brown horses….

Logical-Mathematical:

a)   Find the 5 differences between the photographs. Make a sentence for each difference. Example:

In one of the photographs there is one red lamp…
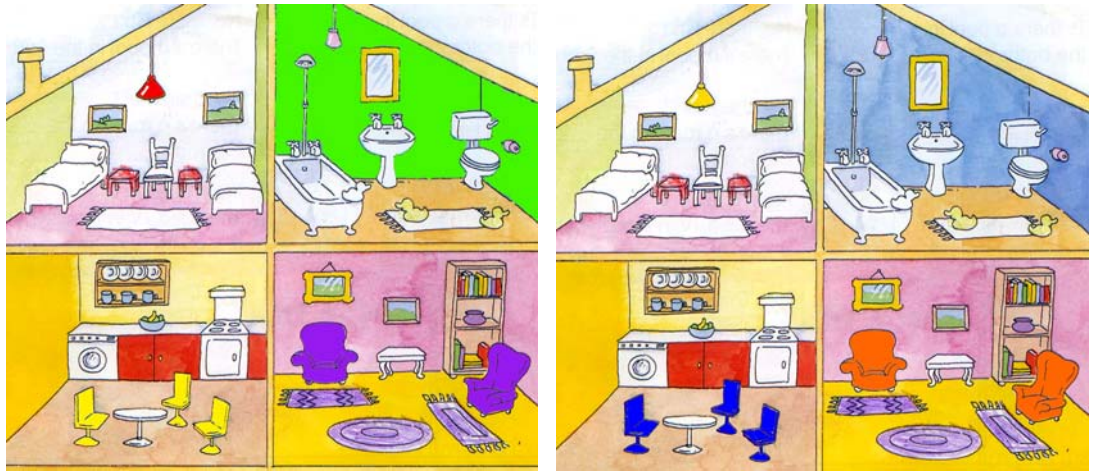
Interpersonal:

a)   Work group, draw the objects according to the location described by one of your classmates.

Intrapersonal:

a)   Write a journal about your first experience when entering your classroom. Example:

The first time I entered my new room there were two brown shelves….

Spatial:

a)   Work in groups. Use modeling clay to build the place described y one of your classmates.

Bodily-Kinesthetic

a)   Move around your classroom, and follow the numbers. Report what you discover in each number. Example:

(student goes to the corner of the classroom and finds a blue chair and he should say: There is a blue chair in the corner of my classroom**)**

UNIT 3

Interpersonal Use a table to interview your friends. Ask them about their likes and report them to the class.	**Verbal-Linguistic** Write about an imaginary or famous person. What are his/her likes and belongings?
Naturalist Look at the pictures; choose the flowers you like the most. Match the sentences with the pictures	**Musical** Clap your hands when you listen to something you like and knock when you listen to something you have.
Intrapersonal Read about clothing. What is the best style that fits you? Express your likes.	**Spatial** Draw yourself in your favorite clothes and talk about it.
Logical-Mathematical By watching your friends, deduce what their clothing style is. Describe them.	**Bodily- Kinesthetic** Work in groups. Try some clothing on. Prepare a fashion show.

Curricular Wheel for Unit three

Curricular Theme

POSSESSIONS AND PREFERENCES

POSSESSIONS AND PREFERENCES

- **Specific Aim:** By the end of the unit students will be able to express possession and likes, and also will be able to identify clothing.

- **Warm Up activity: Activating previous knowledge**

Tell the students to make 4 groups: two groups represent summer and the other two represent winter. You will have one bag full of different clothes and they will have to dress up according to the season they are representing. The first group to finish wins.

- **Vocabulary:**

Suit	Dress	Jacket	Shirt
Pants	Blouse	T-shirt	Skirt
Shorts	Bathing	Gloves	Socks
Scarf	Tie	Hat	Shoe
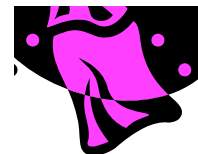
- **Presentation:**

By using a big bag, we will be taking out some clothes and saying:

I have a green sweater in the bag.
I like this sweater.
I have some pink pants.
I like these pants.
I have…
I like…

- **Structures and functions:**

- Identify clothing
- Specify belongings
- State likes

1. I have a pair of red shoes.
2. She has a blue hat
3. I like that green sweater.

- **Structure table:**

a)

I	have			
You	have	a/an	blue	hat
We	have	one	red	tie
They	have	two	green	scarves
She	has	three	black	blouses
He	has	some	pink	gloves
It	has	some		

b)

| I You We They | like | | yellow blue red | sweater tie hat |
| She He It | likes | this that these those | green black pink | ties hats gloves |

- **Practice for all groups:**

LISTENING AND SPEAKING SKILLS

1.   Look at the pictures, and listen to the description. Complete the table.

Isabel   Carolina   Ana   Cristian   Juan

PERSON	VERB	NUMBER	COLOR	GARMENT
Isabel	has	a	Yellow	balloon

2.   Now look around you. Describe what you and your friends have. Use the table above as an example.

3.   Look at the pictures above. Describe the garments that you like. Example.

I like the purple shoes.

4.   Listen to your friends' likes. Report what they like. Example.

Lucia likes the purple shoes.

READING AND WRITING SKILLS

1.   Read and complete the information.

My best friend has some beautiful clothes. She has six T-shirts. She also has eight pairs of pants, five sweaters and four pairs of shoes. I like her clothes.

My best friend	has	6	T-shirts

2.   Look at the pictures. Write about them. Example.

Carla   Alejandro   Elisa   Manuel

Manuel has a blue T-shirt and green pants. I like his pants.

PRODUCTION:

Musical:

Listen to your teacher.

a)   Clap your hands when you listen to something that you like. Knock when you listen to something that you have. Recall what you did and say it. Example:

I have a yellow pencil.
I like the black shoes.

b)   Now pay attention to your friends' likes and belongings. Talk about them.

Verbal-Linguistic:

a)   Write about an imaginary or famous person; write about his/her likes and belongings. Example:

My friend is Susana. She has a pink pencil case, she likes it. In her pencil case she has…

Naturalist:

a)   Choose the flowers you like the most (at least 5). Write under each picture. Example:

I like roses.
My mother likes daisies.

Violets

Roses

Lilies

Jasmines

Sunflowers

Orchids

Daisies

Daffodils

Tulips

Logical-Mathematical:

a)   By watching your friends, deduce what their clothing style is. Describe what they like. Example:

My friend likes casual clothes. He likes T-shirts....

Interpersonal:

a)   Use this table to interview any of your friends. Check **(X)** your friend's answers; complete the table and talk about the things that he/she likes. Example:

			YES	NO
Do you like	black	gloves?	X	
	green	shoes?		X
		………?		
		………?		
		………?		

b)   Report the results to the class. Example:

My friend likes black gloves…

Intrapersonal:

a)   Read about clothing. What is the style that best fits you? Express your likes.

CASUAL CLOTHES	SPORTS CLOTHES	FORMAL CLOTHES
Casual clothes are comfortable. Teenagers like to wear casual clothes like jeans and jackets.	Sports Clothes are very comfortable, too. Many people like tennis shoes and T-shirts.	Formal clothes are not comfortable. Men and women like formal clothes. They like elegant dresses and suits.

_____
_____
_____
_____

Spatial:

a)   Draw yourself in your favorite clothes. Talk about it to the class.

YOU
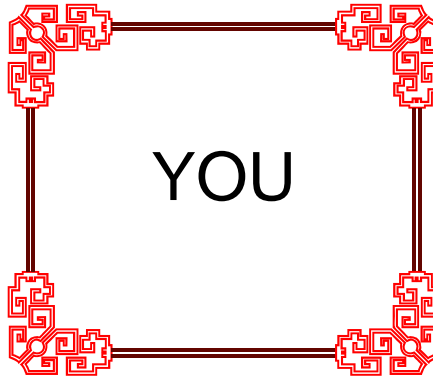
Bodily-Kinesthetic

a)   Work in groups. Try some clothing on. Prepare a fashion show.

UNIT 4

Interpersonal Team game. Bring pictures of your family. Make your friends guess their names by saying the color of their clothes.	Verbal-Linguistic Complete your family tree, and then prepare to talk about your family.

Naturalist Read about penguins' lives and compare them with humans' lives.		Musical Listen to the song and complete the missing words.

Curricular Wheel for Unit four

Curricular Theme

FAMILY MEMBERS AND RELATIONSHIP

Intrapersonal Read about a famous person's family. Complete the table		Spatial Make an exhibition chart of your family. Hang it on a wall in your classroom

Logical-Mathematical Choose three friends in your classroom; compare the number of each friend's family members.	Bodily- Kinesthetic Role playing; invite your classmates to be part of your family. Each member will have a different role

FAMILY MEMBERS AND RELATIONSHIPS

- **Specific Aim:** By the end of the unit students will be able to identify their family members and their relationship by using his/her.

- **Warm Up activity: Activating previous knowledge.**

Tell the students to make 4 groups, each group will have to take out a card from a box and dramatize it; so his/her partner will guess what occupation he/she is talking about.

Doctor

Firefighter
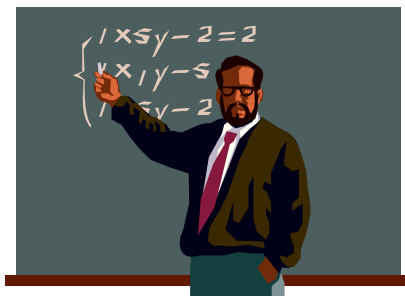
Teacher

Secretary

- **Presentation:**

By using the teacher's family picture and a family tree, we will identify family members.

This is my family. This is Ernesto, he is my husband. His hair is black and his eyes are brown…
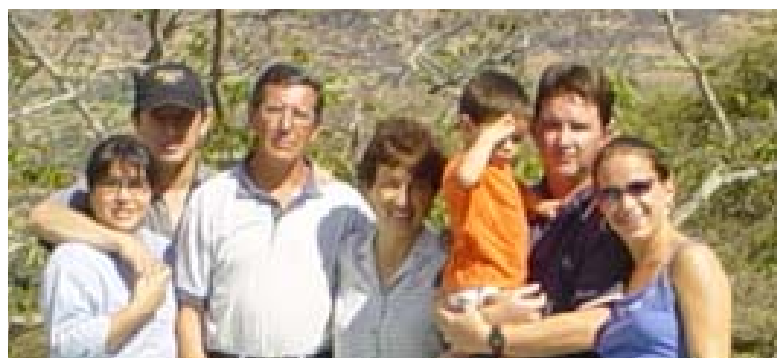
- **Functions and structures**

- Give and ask basic information about families.
- Identify family members by using family trees.
- Express possession.

1. Who is that?
2. That is Yolanda. She is my aunt.

- **Structure table:**

a)

This	is	My	father mother husband wife son daughter sister brother

b)

His Her	name	Is	Ernesto. Emma.

c)

Who	is	she? he?

d)

He She	is	My	brother. sister.

e)

His	hair	Is	black.
Her	eyes	Are	green.

f)

He	is	40	years old.
She		25	
		13	
		9	

- **Practice for all groups:**

LISTENING AND SPEAKING SKILLS (Previously we will ask any volunteer student for a family picture.) Sheet will be given.

1.   Look at this family picture. Listen and identify and identify the people.

___Father   ___Sister

___Mother   ___Grandmother

___Brother   ___Grandfather

2. Listen and complete the information about your friend's family.

Name	Relationship	Eye color	Age
Juan	Father	brown	41

3. Think about your family. Talk about the members as your family. Example.

My father is Juan. His eyes are brown. He is 41…

READING AND WRITING SKILLS

1. Read about CRISTIAN CASTRO. Complete the information.

Cristian Castro is a famous Mexican singer. His father's name is Raul "Loco" Valdez. His mother, Veronica Castro, was a famous actress and singer. He usually sings romantic songs. He is married. He has a daughter called Simoné.

His name……………………………………………………..................
His father's name……………………………………………..…………
His mother's name…………………………………………………..
His daughter's/son's name…………………………………………….

2.   Look at the information. Answer this question. *Who is Jorge?*

PABLO'S FAMILY				
Name	Relationship	Age	Eye color	Hair color
Jorge	father	30	brown	black
Nancy	mother	28	green	blond
Carlos	brother	9	blue	brown
Ana	sister	3	green	black

Example:

Who is Jorge?

Jorge is Pablo's father. He is 30 years old. His eyes are brown and his hair is black.

Who is Nancy?

- **PRODUCTION:**

Musical:

a)   Listen to the song and complete the missing words. Sheets will be given.

MOTHER'S DAY (M tunes 4)

Logical-Mathematical:

a)   Choose three friends of your classroom. Ask them to give you, their family trees. Compare the number of each friend's family members. Draw a statistic report.

Interpersonal:

a)   Team game. Bring pictures of your family. Make your friends guess their names by saying the color of their clothes or any other cue. Score winning points. The team that gets more points wins. Example:

He is wearing blue pants…

She has a blue sweater…

Example of possible questions:

Is he your father?

Is he tall?

Verbal-Linguistic:

a)   Complete your family tree. Then prepare to talk about your family.

```
                    ┌─────────────────┐
                    │   MY FAMILY     │
                    └─────────────────┘
            ┌───────────────┐  ┌───────────────┐
            │  Grandfather  │  │  Grandmother  │
            └───────────────┘  └───────────────┘
                    ┌────────────┐  ┌────────────┐
                    │   Father   │  │   Mother   │
                    └────────────┘  └────────────┘
```

Sister/Brother	Sister/Brother	Sister/Brother	Me

_____

_____

_____

_____
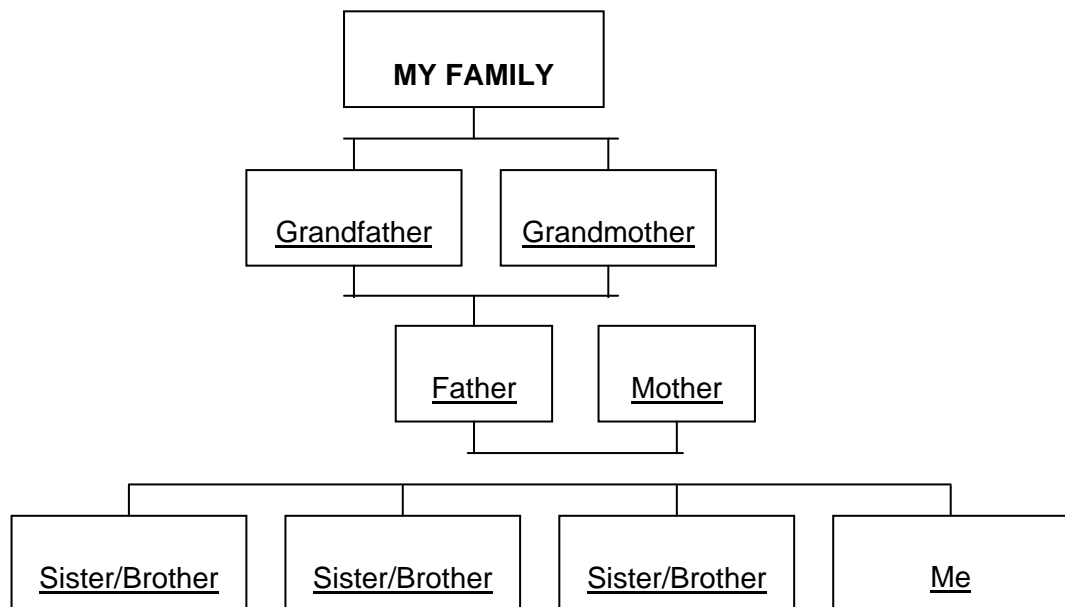
Naturalist:

a) Read about penguins' lives and compare them with humans' lives. Match the correct information.

Penguins have a very special way of living. Most of them live in the South Pole. Penguins live in colonies and some of them stay together as couples. They take turns to looking after their babies. Penguins eat only when they are in the water; they eat fish, crab and shrimp. Penguins can live 20 years.

Oxford Scientific Films/Doug Allan

	eat meat, vegetables and sweets.
	live mostly in the cities.
	take turns to look after their babies.
Penguins	live in the south pole.
	can live twenty years.
Humans	live in family.
	only eat when they are in water.
	can live more than eighty years.
	only eat fish, crab, and shrimp.

Intrapersonal:

a) Read about a famous person's family. Complete the table as much as you can.

Shakira Isabel Mebarak Ripoll was born on February 2nd, in Barranquilla, Colombia. Her father is a respected jeweler of Lebanese descent, Don William Mebarak Chadid, but he was born in New York. Her mother, Nidia

Ripoll Torrado, was from Colombia.   Shakira was the only daughter from this marriage, but her father was divorced and already had seven children from his previous marriage.   Shakira lived alone with her parents, though it was quite often for her half brothers and sisters to come over to play with her. Shakira never met her oldest brother because he died before she was born.

Her oldest sister Lucy is a surgeon.   Alberto is a lawyer. Moises is the third. Tonino is the fourth and the closest to Shakira, he was his manager for many years. Then is Patricia who lives in Spain, she is a special education teacher.   Finally, Antonio and Edward are the youngest. Edward lives in Miami. It seemed that Shakira have been a child prodigy. Shakira knew the alphabet by the age of 18 months, at three she knew how to read, and by the time she was four, she was ready for school.

Corbis/Reuters

Name	Relationship	Age	Place of birth	Occupation	Other Features

Spatial:

a)   Make an exhibition chart of your family. Use your creativity. Hang it on a wall in your classroom.

Bodily-Kinesthetic

a)   Role playing. Invite your classmates to be part of your family. Each member will have a different role. Act as if you were having a family dinner and introduce yourself to the class.

UNIT 5

Interpersonal	Verbal-Linguistic
Bring pictures of your house. Find a friend who has the most similar house to yours. Share with the class.	Investigate housing around the world. Look up in *My First Encarta.* Make a report and tell your class.

Spatial
Cut and stick from a magazine; create your dream house

Musical
Listen, read and chant. What color is your bedroom? Let's compose one more verse

Curricular Wheel for Unit five

Curricular Theme

PARTS OF A HOUSE AND OTHER OBJECTS

Naturalist
Think about colors in nature. Write and compare with the things that have the same color in your house.

Intrapersonal
Write about your dream house. How many rooms? Where? What else would you like to have?

Logical-Mathematical	Bodily- Kinesthetic
Unscramble and write sentences in the correct order. Deduce some grammar rules.	Make riddles by miming, making sounds or drawing in the air the function of the object

PARTS OF A HOUSE AND OTHER OBJECTS

• **Specific Aim:** By the end of the unit students will be able to identify and describe parts of a house; give number, color and position of house objects.

- **Warm Up activity: Activating previous knowledge.**

Divide the class in two groups; each group will have a clue. It will consist of guessing about the hidden object in the room. The first group to guess wins the game.

- **Presentation.**

Look at the chart. Listen and paste the objects. Example:

There are two blue chairs in the kitchen.

There is a yellow toilet in the bathroom.

- **Vocabulary.**
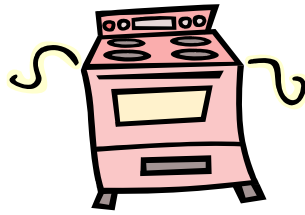
Stove

Refrigerator

Sofa

Television (TV

Dinner
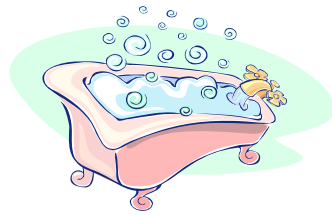
Bath tub

Toilet
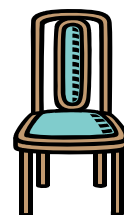
Chair

Rug (carpet)

Bed

- **Functions and structures:**

- Identify parts of a house
- Describe parts of the house
- Ask and give amount, color and location of house objects

1. Where is the black chair?

2. It is in the living room

- **Structure table:**

a)

There	is	a	chair
	are	two	chairs

b)

Where	is	the	chair?
	are		chairs?

c)

How many	chairs	are	there?

d)

What color	is	the chair?
	are	the chairs?

- **Practice for all groups.**

LISTENING AND SPEAKING SKILLS

1. Look at the table. Check (✔) what you hear.

	Bedroom	Living room	Dining room	Kitchen	Bathroom
Stove				✔	
Sofa					
Bed					
Tub					
Chair					

2.   Look at the table above. Use the information and talk. Example:

There is a stove in the kitchen.

READING AND WRITING SKILLS

1.   Read and write.

There are 5 rooms in my house. In the bedroom there is a (1). There

is a (2) in the _____ (3). There are 4 brown

(4) in the _____ (5). There is a (6) in the

_____ (7). There is a (8) in the living room.

(1)_____   (5)_____
(2)_____   (6)_____
(3)_____   (7)_____
(4)_____   (8)_____

2.   Look at the pictures. Ask and answer.

a.   Where is the sink? It is in the_____. What color is it? It
is_____.   How   many   sinks   are   there   in   the
bathroom?_____

b.	Red rug...

c.	Telephone...

d.	Sofa...

Production:

Musical:

a)	Listen, read and chant. What color is your bedroom?

Joe's bedroom is all in red-
his rug and his mirror,
and his clock and bed!

Sue's bedroom is all in green-
her dresser and her phone,
and her answering machine!

My bedroom is all blue-
my lamp and my curtains,
and my computer, too!

b)	Now, let's compose one more verse.

Verbal-Linguistic:

a)	Investigate about housing around the world. Write about where people live. You can use *The Encarta Encyclopedia for Kids*. Write about the place that mostly impressed you. Report it to your class.

Naturalist:

a)   Think about colors in nature. Write and compare the objects in your house with the colors that you find in nature. Example:

Trees are green. I have a green rug in my bathroom.

Logical-Mathematical:

a)   Unscramble and write sentences in the correct order. Deduce some grammar rules. Example.

a big I house have.
are my two beds in brown bedroom There.
a rug There black is.
my bed is a radio There near also.

RULE:_____
_____

Interpersonal:

a)   Bring pictures of your house. Find a friend who has the most similar house to yours. Share the pictures with the class. Example:
Carlos has a house with 4 bedrooms, 2 bathrooms… very similar to mine.

Intrapersonal:

a)   Write about your dream house. How many rooms? Where? What else would you like to have? Example:

My dream house will have 4 bedrooms, one big backyard. It would be in the country……

Spatial:

a)   Cut and paste pictures from a magazine; create your dream house. Show your picture to your classmates.

Bodily-Kinesthetic

a)   Make riddles by miming, making sounds or drawing in the airthe function of the object. Example:

Student lays on the floor and asks?

What am I?

▪   <u>A rug.</u>

UNIT 6

Interpersonal	Verbal-Linguistic
Talk about food people like. Interview your friends. Report it to your class.	Read the riddles. Write one of your own. Make your friends guess them.

Naturalist
Classify where the food comes from. Match with a line.

Musical
Play a game. Listen to the list of food and follow the rhythm.

Curricular Wheel for Unit Six

Curricular Theme

MEALS, FOOD AND UTENSILS

Intrapersonal

Play a video game about food.

Spatial

Prepare your own meal, using modeling clay

Logical-Mathematical	Bodily- Kinesthetic
Make your own puzzles by using food pictures. Change with your friends and solve them.	Suppose you are in a restaurant; use different roles. Act it out.

MEALS, FOOD AND UTENSILS

• **Specific Aim:** By the end of the unit students will be able to talk about their lunch menus for each day in the week and give the location of objects by using this, that, these and those.

- **Warm Up activity: Activating previous knowledge.**

Let's play a guessing game. There are going to be two groups. Each group will have to guess the food by smelling or tasting and with eyes shut. The group that guesses the majority of food wins.

- **Presentation.**

a)   We are going to talk about some food, by showing it and saying:

This is some popcorn.
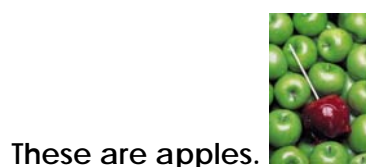
These are apples.

b)   Now, considering distance from food, we will point and say:

That is some popcorn.

Those are apples.

c)   Weekly menus; look at the calendar and the Food Pyramid. Let's make our lunch menus.
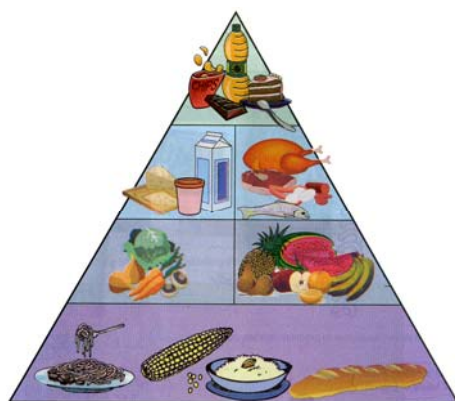
Food   Calendar

- **Functions and Structures:**
- Identify food, meals and utensils.
- Ask and give location
- Give lunch menus using the days of the week.

1. I have a spoon, but I don't have a plate.
2. This is an apple, those are grapes.
3. On Saturday I eat, rice, chicken and salad.

- **Structure tables:**

a)

This That	Is	an a some	apple. banana. soup.

b)

These Those	are	some a lot of many	apples. bananas.

c)

I You We They	have	a fork,	but

I You We They	don't	have	a knife.

d)

He She	has	a fork,	but

He She	doesn't	have	a knife.

e)

I You We They	prefer want like hate drink eat	chicken. milk.

f)

He She It	likes eats drinks	chicken. milk.

- **Practice for all groups:**

LISTENING AND SPEAKING SKILLS

1.   Listen and circle the food that Veronica likes and cross out the food she doesn't like.

Veronica eats healthy food every day. She drinks milk or juice for breakfast. She doesn't like coffee. At 1pm, she has lunch. She eats some salad, rice and chicken. She also likes fruit, but she hates onions.

2.   Look at Veronica's likes and dislikes and report. Example:

Veronica likes milk, but she doesn't like…

3.   Look at the pictures. Listen and complete:

- To cut an apple, we need a _____

- To serve the food, we need a _____

- To eat rice and salad, we need a _____

- To have some soup, we need a _____

- After meals, we need a _____

- For drinking, we need a _____

READING AND WRITING SKILLS

1.   Read and underline the right choices.

- I want **drinks**:   cheese-pizza-tea-milk
- Jorge eats **fruits**:   oranges-cake-cookies-grapes
- Tim prefers **meat**:   chips-chicken-onions-fish
- Juan likes **vegetables**:   carrots-beans-sausage-coffee

2.   Look at the chart. Choose the best menu according to the Food Pyramid and write about it.

DAYS OF THE WEEK	WHAT DOES JOSE EAT/DRINK	WHAT DOES LUCIA EAT/DRINK
Monday	rice, meat, fruit, juice	pizza, snacks, soda
Wednesday	potatoes, fish, milk	french fried potatoes, hamburger, juice
Sunday	rice, salad, chicken, ice cream	rice, carrots, chicken

Example:

On Wednesday Jose eats fish and potatoes. He drinks milk…

Production:

Musical:

a)   Play a musical game. Listen to the list of food and follow the rhythm.
•   Shake when you hear vegetables.
•   Whistle when you hear fruits.
•   Clap when you hear meat.
•   Knock when you hear dairy.
•   Jump when you hear fats and sugar.

Verbal-Linguistic:

a)   Read a riddle. Write your own riddle. Make 4 friends guess it. Report.
Example:

It's a fruit. It's purple. It's small. It isn't a cherry. What is it?

         Juan said, "it is…………………"

Naturalist:

a)   Match with a line. Where the food comes from.

Pop corn

Bread

Meat

Milk

Eggs

Soda

Logical-Mathematical:

a)   Make your own puzzles by using food pictures. Change with your friends and solve them.

Interpersonal:

a)   Interview your friends about the food they like. Report the results to your class. Example:

	fruits?	
	vegetables?	Yes, I do.
Do you like	meats?	No, I don't.
	cereals?	
	candies and snacks?	

	Cereals	Fruits	Vegetables	Meats	Candies/snacks
Juan	X			x	X
Carlos		x	x	x	
Ana	X				X
Jose	X	x		x	
Belen		x	x	x	X

REPORT:

Three students like to eat cereals.

Four students prefer meat.

Intrapersonal:

a)   Play a video game about food. Follow the instructions. M Tunes 5. Cook with me.

Spatial:

a)   Prepare your own meal by using modeling clay. Present to the class and explain what you have prepared.

Bodily-Kinesthetic

a)   Suppose you are in a restaurant; use different roles. Act it out.

UNIT 7

Interpersonal Make a birthday survey. Ask all your classmates about their birth date. Make a report.	**Verbal-Linguistic** Write letters to your best friends; ask them about their belongings, their birthdays and their favorite months.

Naturalist
Investigate about the most outstanding features of each animal.

Curricular Wheel for Unit Seven

Curricular Theme

SPORTS, TOYS, MEANS OF TRANSPORTATION AND PARTS OF THE BODY

Musical
Read and chant about animals. Invite your friends to chant with you.

Intrapersonal
Read and play video game about means of transportation.

Spatial
Complete, the shapes. Put the parts in order and talk about them.

Logical-Mathematical

Look at the pictures. Classify, count and write the names and numbers.

Bodily- Kinesthetic
Have the class guess your miming or gestures (animals, means of transportation, toys. etc) Write the answers on the board.

SPORTS, TOYS, MEANS OF TRANSPORTATON AND PARTS OF THE BODY

• **Specific Aim:** By the end of the unit students will be able to ask and give information about people's belongings using **have-has** and questioning with **do-does**.

• **Warm Up activity: Activating previous knowledge.**

Watch a video and play a game about parts of the body.

- **Presentation.**

a)   Listen and classify the objects. Put them in the correct labeled box.

Toys

Sports

Parts of the body
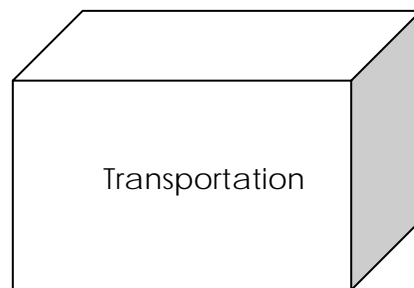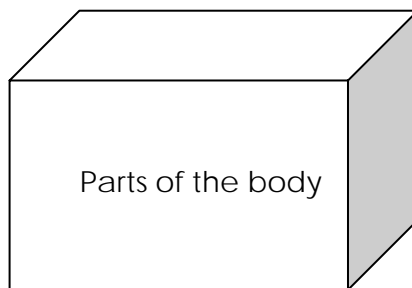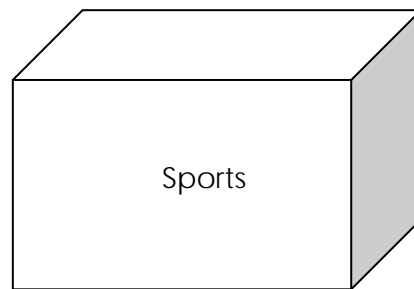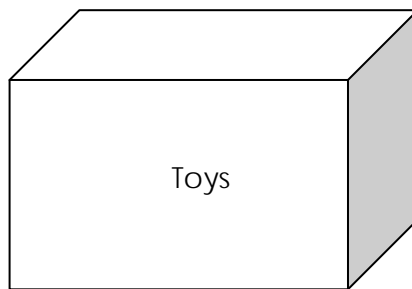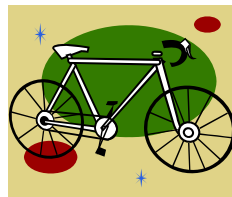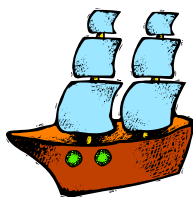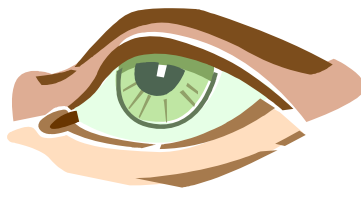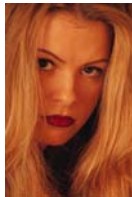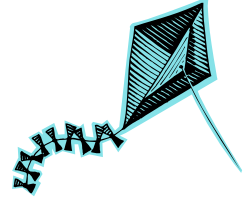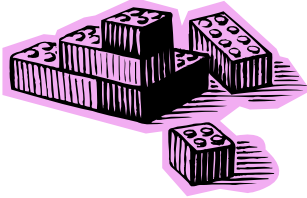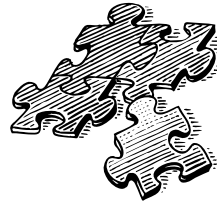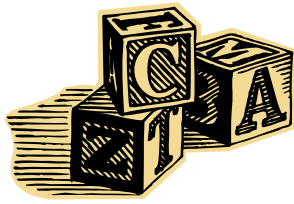
Transportation

- **Functions and structures:**

- Ask and give information about belongings.
- Identify means of transportation and parts of the body.
- Identify months of the year.

1. Do you prefer a T-shirt or a blouse?
2. I prefer a blouse.
3. My birthday is in March.

- **Structure tables:**

a)

Do	I you we they	wear have prefer	a	T-shirt? ball? helmet?
Does	she he it			

b)

Yes,	I you we they	do.
	she he it	does.

c)

No,	I you we they	do not don't	wear have	a	T-shirt. ball. helmet.
	she he it	does not doesn't	prefer		

d)

I You We They	have	my your our their	name(s)	on	my your our their	T-shirt(s).
She He It	has	her his its			her his its	

e)

My Your Our Their Her His Its	birthday is in	January February March April May June July August September October November December

- **Practice for all groups:**

LISTENING AND SPEAKING SKILLS

1. Look at the pictures. Listen to the questions and answer. Examples:

Teacher: What does Carlos have?

Student: He has an ambulance.

| Lily | Joaquin | Carlos | Esteban |

Teacher: Does Lily have a bat?

Student: No, she doesn't. She has some letters.

2. Listen and check.

	Van / Bus		Bike / Car		Shoes / Slippers		Helmet / Bat		Puzzle / Doll	
Marcelo	X									
Liz and John										
Helen										
Esteban										
We										

3. Look at the table above. Work in pairs. Ask and answer. Example:

Q: What does Marcelo have, a van or a bus?

A: He has a van.

READING AND WRITING SKILLS

1.   Read about the months of the year. Complete the information.

Juan lives in Cuenca. He likes August because he is on vacation. During this time he rides his bike and protects his head with a helmet; he also plays with his kite.

Susana lives in Guayaquil. She likes December because it's Christmas. She gets a lot of presents, such as a jump-rope, a Barbie car, a T-shirt, and a tennis racket.

Carlos and Peter live in Quito. They like October because they have school. They like baseball and basketball. They have gloves, helmets and balls. They love to go to school on their bikes.

Names	Month (he/she likes)	Toys	Sports accessories	Clothing	Means of transportation
Juan		bicycle			

2.   Look at the table above. Write questions about it and pass your sheets to any of your classmates to be answered. Then exchange papers. Example:

What does Juan have?

Answer: Juan has a bicycle.

3. Look at the pictures, unscramble and write.

January	February	March	April	May	June	July	August
September	October	November	December				

_____   _____   _____   _____

_____   _____   _____   _____

_____   _____   _____   _____

Production:

Musical:

a)   Look at the pictures. Read about animals. Complete the missing words. Then read and chant. Write your own verses. Invite your friends to do the same, with you.

"Like the animals"

I have <u>long</u> arms like a monkey
What about you?
I have <u>sharp</u> <u>claws</u> like a polar bear.
What about you?
I have a long neck like a <u>giraffe</u>.
What about you?
Continue…

Verbal-Linguistic:

a)   Write some letters to your best friends. Ask them about belongings, their birthdays and favorite months. After receiving the answer, report about your friend and give your report to your teacher. Example:

Dear Amanda:
I'd really like to know what your favorite month is. When is your birthday?..._____
_____
                Please answer me,
                Love,

Joaquin

Naturalist:

a)   Investigate about the most outstanding feature of each animal. Look at the pictures. Then ask your friends about them. Example:

Giraffes have very long necks. They can reach high trees.

Giraffes – long necks
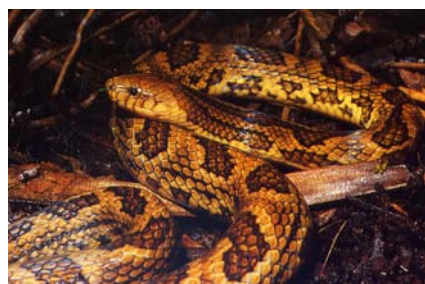
A snake – moves on the ground

Elephants – long trunks

A polar bear – sharp claws

A crocodile – a long tail
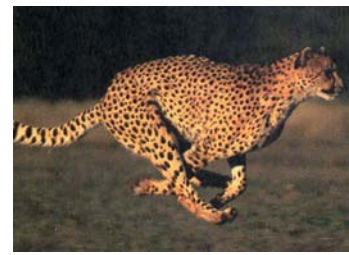
A leopard – runs fast

A monkey – long arms

Kangaroos – jump high

b)   Now, make some questions about these animals. Ask your classmates. Example:

Does a monkey have short arms?

Intrapersonal:

a)   Look up information about means of transportation. Read. Play a video game. *You need transportation.* M tunes 4

Logical-Mathematical:

a)   Look at the pictures. Classify, count and write the names and numbers. Then choose five objects; write and talk about them. Example:

Q: Do we have 60 bikes?

A: No, we don't. We have…………

Means of transportation	Parts of the body	Sports	Toys

Interpersonal:

a)	Make a birthday survey. Ask all your classmates about their birth dates. Report. Use these questions:

When is your birthday?
It's in _____

What sport do you prefer?
I prefer/like_____

MONTH	NAME	SPORT
January		
February		
March		
April		
May		

June		
July		
August		
September		
October	Emma	Volleyball
November		
December		

REPORT:

Emma's birthday is in October.

She prefers volleyball.

Spatial:

a)   Look at these parts. Can you put them in the right order? Complete the shapes and talk about them. Example:

b)

Rabbit number one has two big eyes.

Girl # 1

Rabbit # 1

Rabbit # 2
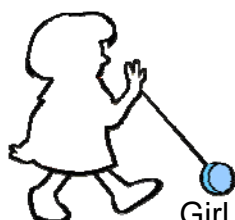
Girl # 2

Bodily-Kinesthetic

a)   Have the class guess your miming or gestures (animals, means of transportation, toys, etc) Write the answers on the board; then make them to do the same.

CHAPTER VI: APPLICATION OF THE PROPOSAL

Our proposal, based on the theory of Multiple Intelligences of Howard Gardner, wouldn't be complete if we had not taken it to the classroom. It was a very hard task that we imposed on ourselves. We organized the application in advance. Every step was deeply considered because we had to coordinate a lot of possibilities of failure. We had to consider the school authorities' points of view; we had to work to get families' approval and students' cooperation; we had to take into consideration time, schedule, places, expenses, etc, but fortunately everything came through successfully.

In order to clarify the information, we divided this chapter into four parts: description of facts, results, analyses, conclusions and recommendations.

6.1   Description of facts

To accomplish one of the objectives posed in our thesis design, we fulfilled the requirements of the Asunción School. First of all, we talked to the Director, Lucía Salamea, who offered all the help considered necessary. She asked the Sub director, Rosita Falconí, to coordinate the needed steps to bring together the students. After that, we sent a communication to parents letting them know our goals, and details of the application. We had a very good response to our petition.

The workshop started on April 18th. It took place on Mondays, Wednesdays and Fridays during four uninterrupted weeks; from 3:30 to 5:00 pm.

We started the workshop with ten of the eighteen previous confirmed students. Three more appeared during the first week. Finally, three students who were not registered attended the classes regularly. Thus we worked with sixteen children. We consider that their full attendance was very important for the achievement of our objectives.

As we had planned, two units of the seven presented for this proposal were applied in the classroom. During the first and third weeks, we recorded students' previous knowledge and abilities about the themes that were being taught while the lesson plans were developed. Therefore, the first and third weeks were dedicated to the diagnosis and teaching of the topics. The second and fourth weeks were focused on applying Multiple Intelligences in the classroom. One of the most difficult decisions that we had to make regarding the main point of our proposal was whether to have students doing all activities for each intelligence or to have them doing what they chose. Since the beginning of the application, students knew that we would try to help them to discover their aptitudes. Consequently, we presented them with some easy things to learn; for example, vocabulary and noticed how they were learning with more facility. Then we confirmed our observation by asking them how they would prefer to learn (miming, pictures, words, counting, etc.) Their answers were recorded in the grading chart made for that purpose in order of preferences. Thus, we achieved the objective of our thesis, to classify their aptitudes. We compared what the children did with what we observed during their learning process. Finally, we asked them to do all activities prepared for each intelligence, giving them enough time, support and personal explanation. We didn't force them to do any activity that they felt was too difficult or unattractive. In that way, we had enough information about their preferences.

6.2   Results

One of the most important points for success in any field is attendance. In this case, the best performance was from students who attended the complete workshop.   (Chart 1)

As we stated before, we had school authorities' and parents' support for applying the proposal. Most of students came on time. We also had a comfortable classroom that fitted our needs.

We consider that the results were highly positive and in order to clarify the information, we present the results in four charts in the following pages.

Chart 1

WEEKS	FIRST WEEK			SECOND WEEK			THIRD WEEK			FOURTH WEEK		
Alvarez Nicole	✗	✗	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓
Andrade Paola	✗	✗	✗	✓	✓	✓	✗	✓	✗	✗	✗	✗
Astudillo Ana V	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Auquilla Andrea	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Barros Ma. Jose	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Bravo Karla	✓	✓	✓	✗	✓	✓	✗	✗	✓	✓	✗	✗
Brubano Juan C.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Herrera Ma. José	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Morocho Tatiana	✗	✗	✗	✓	✓	✓	✓	✓	✓	✗	✗	✗

	1	2	3	4	5	6	7	8	9	10	11	12
Pesántez Darío	✓	✓	✓	✗	✗	✓	✓	✓	✗	✓	✓	✓
Ramón David	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓
Ramón John	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓
Rea Juan Diego	✓	✓	✓	✗	✓	✓	✗	✓	✓	✓	✓	✓
Salazar Fabián	✗	✗	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓
Salgado Felipe	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tenorio Ma. Emilia	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓

ATTENDANCE CHART
TOTAL 83%

Legend:
- Alvarez Nicole
- Andrade Paola
- Astudillo Ana
- Auquilla Andrea
- Barros Ma. José
- Bravo Karla
- Burbano Juan C.
- Herrera Ma. José
- Morocho Tatiana
- Pesántez Darío
- Ramón David
- Ramón John
- Rea Juan Diego
- Salazar Fabián
- Salgado Felipe
- Tenorio Ma. Emilia

Values (x-axis): 75% 33% 100% 100% 100% 58% 100% 100% 50% 75% 92% 92% 83% 75% 100% 92%

LEARNING RESULTS UNIT 1

1 Students who were able to introduce themselves and other students to the class, in spoken and written forms.

2 Students who were able to follow and give commands.

3 Students who asked and gave basic information.

4 Students who lost their fear to use English in class.

5 Students who confirmed their preferences through the intelligence exercises.

Chart 2

Learning results UNIT 1	1		2		3		4	5
	Spoken form	Written form	Follow commands	Give commands	Ask basic information	Give basic information	Lost fear	Confirmed preference
Alvarez Nicole	✓		✓			✓		✓
Andrade Paola								
Astudillo Ana V	✓	✓	✓			✓	✓	
Auquilla Andrea		✓	✓			✓		
Barros Ma. Jose	✓	✓	✓			✓	✓	
Bravo Karla	✓	✓	✓			✓	✓	✓
Brubano Juan C.	✓	✓	✓	✓	✓	✓	✓	✓
Herrera Ma. José		✓	✓			✓	✓	✓
Morocho Tatiana			✓					

Pesántez Darío		✓	✓			✓	✓	
Ramón David	✓		✓	✓	✓	✓	✓	✓
Ramón John	✓		✓			✓	✓	✓
Rea Juan Diego	✓		✓	✓	✓	✓	✓	✓
Salazar Fabián	✓		✓		✓	✓	✓	
Salgado Felipe	✓	✓	✓	✓	✓	✓	✓	✓
Tenorio Ma. Emilia	✓		✓			✓		✓
	11	**8**	**15**	**4**	**5**	**14**	**11**	**9**

Learning Results
Unit 1

- Spoken form
- Written form
- Follow commands
- Give commands
- Ask basic information
- Give basic information
- Lost fear
- Confirmed preference

69% 50% 94% 25% 31% 88% 69% 56%
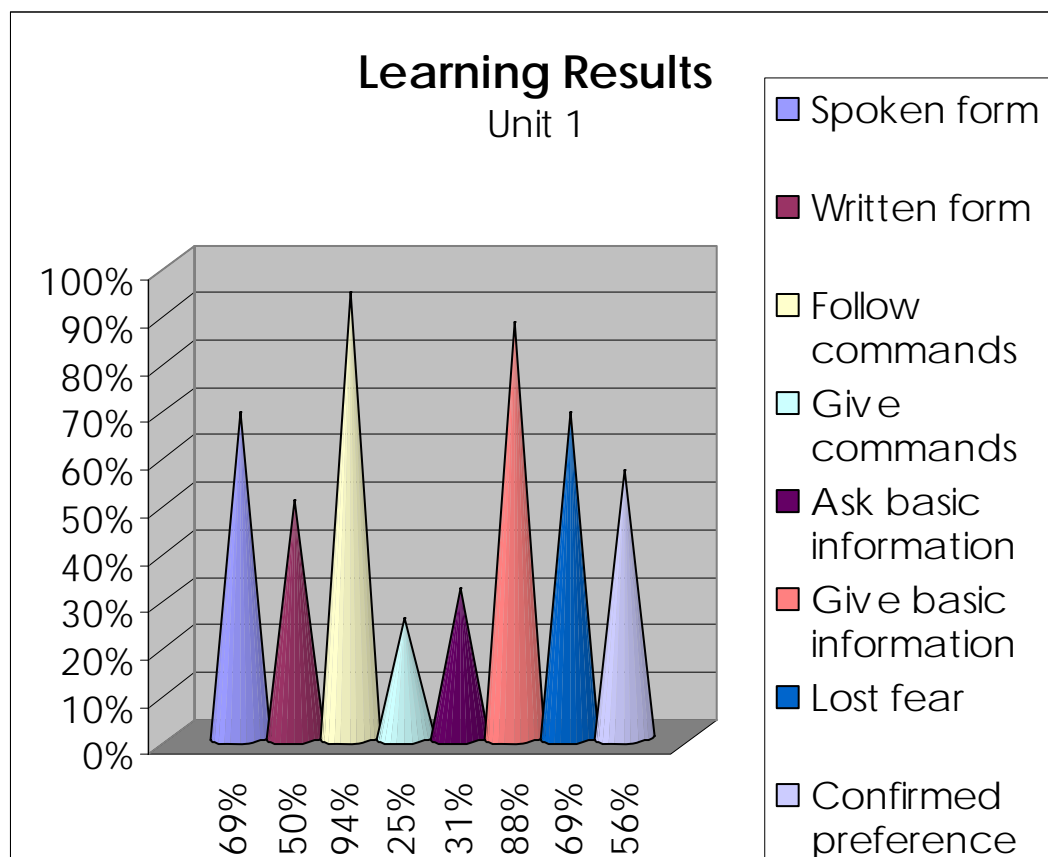
LEARNING RESULTS UNIT 3

1   Students who were able to express possessions using my, his, and her.

2   Students who were able to state likes.

3   Students who were able to identify clothing.

4   Students who lost their fear to use English in class.

5   Students who confirmed their preferences through the intelligence exercises.

Chart 3

Learning results UNIT 3	1 Express possessions Use of my, his, her	2 State likes	3 Identify clothing	5 Lost fear	6 Confirmed preference
Alvarez Nicole			✓	✓	✓
Andrade Paola					
Astudillo Ana V	✓	✓	✓	✓	
Auquilla Andrea	✓	✓	✓	✓	
Barros Ma. Jose	✓	✓	✓	✓	
Bravo Karla	✓	✓	✓	✓	✓
Brubano Juan C.	✓	✓	✓	✓	✓
Herrera Ma. José		✓	✓	✓	✓
Morocho Tatiana			✓		
Pesántez Darío			✓	✓	

Ramón David	✓	✓	✓	✓	✓
Ramón John		✓	✓	✓	✓
Rea Juan Diego	✓	✓	✓	✓	✓
Salazar Fabián	✓	✓	✓	✓	
Salgado Felipe	✓	✓	✓	✓	✓
Tenorio Ma. Emilia			✓	✓	✓
	9	**11**	**15**	**14**	**9**

LEARNING RESULTS
Unit 3

- Express possessions using my, his, her
- State likes
- Identify clothing
- Lost fear
- Confirmed preference

56% 69% 94% 88% 56%
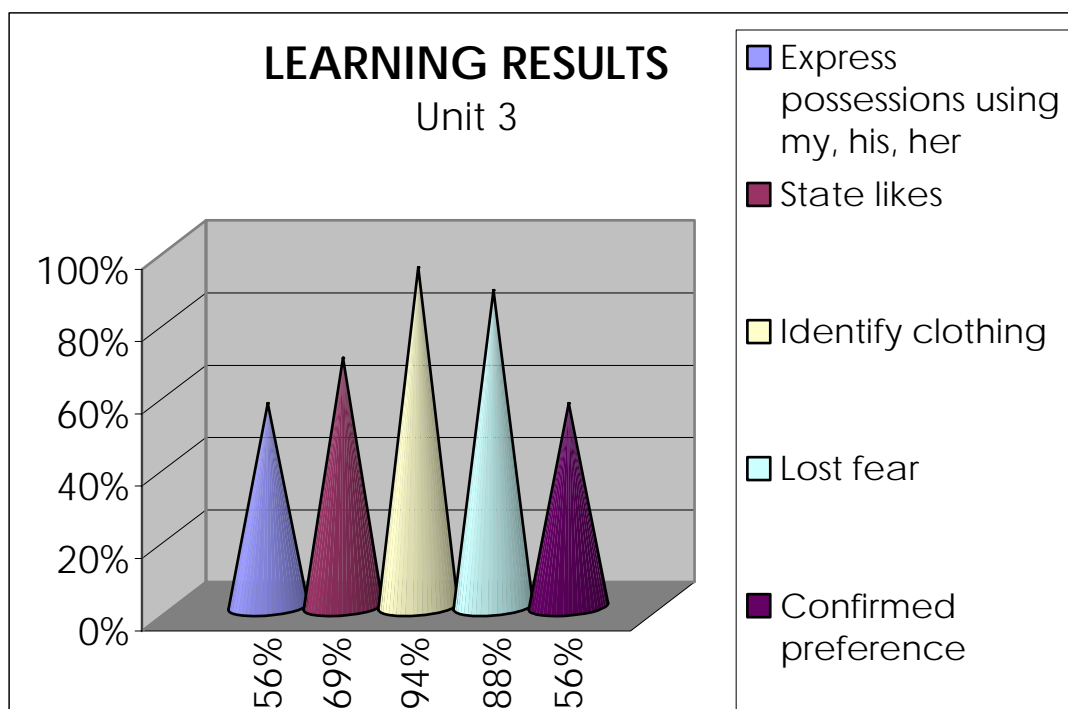
INETLLIGENCES CHARACTERIZATION

Chart 4

MULTIPLE INTELLIGENCES	Verbal-Linguistic	Logical-Mathematical	Spatial	Bodily-Kinesthetic	Intrapersonal	Musical	Interpersonal	Naturalist
Alvarez Nicole			✓					
Andrade Paola					✓			
Astudillo Ana V								✓
Auquilla Andrea				✓				
Barros Ma. Jose							✓	
Bravo Karla	✓							
Brubano Juan C.					✓			
Herrera Ma. José						✓		
Morocho Tatiana							✓	
Pesántez Dario				✓				
Ramón David	✓							
Ramón John						✓		
Rea Juan Diego	✓							

Salazar Fabián				✓				
Salgado Felipe	✓							
Tenorio Ma. Emilia			✓					
Intelligence results	4	0	2	3	2	2	2	1

Intelligences Results
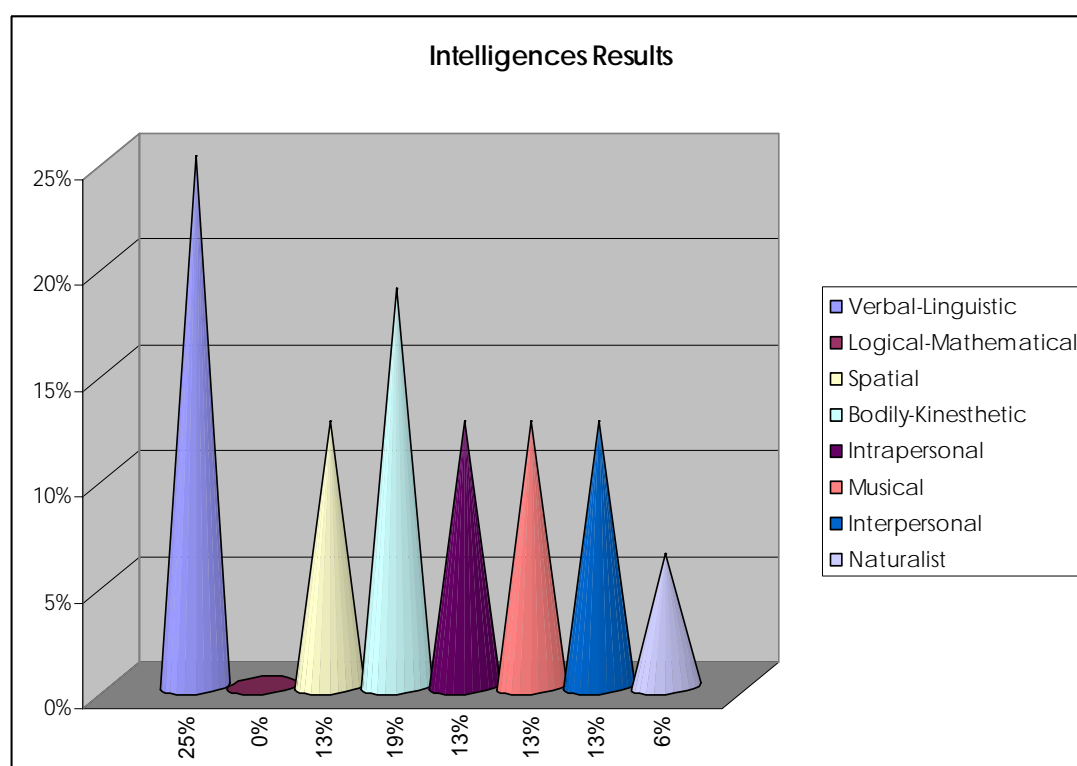
6.3 Analysis

The first grateful experience for children when we started the workshop was to discover that we had already taken some pictures of them or some of their school friends. Thus, we attracted their attention from the beginning. In this case, we confirmed what Gardner says in his book *The Unschooled Mind* that children prefer the natural way of learning and respond more effectively

when the subjects to be taught are taken from their own world.   However, one of the things that we realized was that students did not want to talk in English. They were reluctant to use the language in class.   To reverse this behavior, we tried really hard to give the class a natural and homey surrounding, we modeled the conversations, we told them that no tests were going to be taken; every exercise was presented within a real life situation, and finally, to reinforce their learning process, we applied the multiple intelligence activities.

6.3.1   Analysis of attendance

Regarding their attendance, we had a serious problem with one student who attended only 33% of the workshop. In this case, with this student, it was impossible for us to accomplish our goals. We also had another student who missed 50% of the classes and another one who missed 41%. The absence of students obligated us to go back through the teaching experience and delayed the development of each unit. On the other hand, the students who attended regularly attained higher achievement, as we can see on the result charts.

6.3.2 Analysis of learning results unit 1

According to the specific aims of the unit, we elaborated a chart to evaluate learners' performance.   We will analyze the results of their performance as a group. During the development of unit one, only 69% of students lost their fear to use English in class. As we can observe in chart 2, students are more enthusiastic about doing the simplest part of the structures presented; 69% of the children were able to introduce themselves and their friends in a spoken form. Only 50% did the same in a written way.

One of the things that they really enjoyed was following commands, we applied the TPR (Total Physical Response) method and we obtained 94% students who understood what they had to do in class, but only 25% of them were able to give commands. According to the TPR method, students start talking after some weeks of hearing the commands; consequently, the reason of that low percentage was time.

Regarding asking and giving basic information, 88% of the students could understand and answer information about themselves or about their friends, but it was more difficult for them formulate questions in the correct way, as it is difficult for anyone who learns English.

Finally, 56% of the students discerned what their aptitudes were and in what way they were most eager to learn. This is a very important fact for our proposal because students at that age already distinguish how they prefer to learn. In regular classes, teachers could insert some activities designed for different types of learners in order to have student's interest and effectiveness improved.

In relation to the individual performance, we had two students with 100% precision. They both attended class everyday. They stated that they wanted to learn English and they paid a lot of attention to the development of the class. There is a clear relation between attendance plus interest and   the resulting performance. If we analyze the results on charts 2 and 3, all the cases of low effectiveness are directly connected with low attendance. In some other cases, students need more particular assistance. But even for the students who showed 40 or 50% accuracy or even less, when we applied the right intelligence activity for each case, they improved their performance. After applying unit one, we realized that there is only one factor that teachers cannot solve which is **attendance**.

6.3.3 Analysis of learning results unit 3

The application of unit three was easier for the students as well as for us. 88% of the children lost their fear to use English in class. Taking into account that two students' detracted from our goal of reaching one hundred percent performance, we might say that during this unit, every student started talking in English. Of course, the structures were used inappropriately in many cases.

In order to teach the vocabulary of this unit, we used flash cards and real garments of the students. In a very natural way, they expressed possessions by using my, his, and her. They also stated clothing likes. We had a very good speaking response, but it was not as effective in the written application. We believe that we spent too much time in listening and speaking skills and we didn't reinforce writing activities. One of the activities that everybody enjoyed was a fashion show that the students prepared for the last day of the workshop. It was a bodily-kinesthetic activity. (See pictures)

After finishing the application, we consider that we achieved the objectives posed for each unit. Students started to be conscious of their aptitudes. They enjoyed the experience. They had a lot of fun learning this way and they didn't have the stress of a regular grading system.

6.3.4 Analysis of types of intelligences

One of the things that surprised us was realizing that no one of the sixteen students showed logical-mathematical intelligence. 25% of students showed verbal-linguistic intelligence. We believe that students are more prepared to work in verbal-linguistic intelligence because this is the intelligence that most of schools sponsor. As we said before, the intelligence result chart is useful to show a tendency but it is not a very strict characterization.

6.4 Conclusions and recommendations

We have tried to follow all recommendations that Howard Gardner gives throughout his works. It was very important for us to keep his essential thoughts and beliefs in mind. For example, he says "Instead of testing musical intelligence by looking at evoked cortical responses when someone is listening to pure tones, we should teach people to sing songs, play instruments, or compose or transform melodies, and then determine how well they have mastered these tasks......Rather, we should observe people in real-life situations where they have to be sensitive to the aspirations and motives of others. For example, we can see how someone handles a fight between two teenagers or convinces a supervisor to change an undesirable policy. These are realistic contexts for assessing mastery of the emotional realm". (Intelligence Reframed) 108.

In our workshop, we have followed this procedure and recorded all the students' performances. Learners usually hate tests or any other kind of evaluation. On the other hand, they love to be themselves and act freely. In our application, they never knew that they were being assessed because we did that task after each class.

To conclude this chapter we can say that after applying our proposal, we believe that it is possible to include it in any curricular program activities which lead students to discover their aptitudes and to reinforce learning processes. Students need to know that not only the IQ gifted students are able to succeed in life. They need to recognize their own possibilities of success as a consequence of their natural aptitudes. They need to have normal emotional surroundings to develop their strengths and we really believe that all of these points could be offered by teachers in the classroom.

- As a first point, we recommend that teachers should encourage students to find by themselves their preferences in learning. When students are aware of their strengths and weaknesses, they don't feel complexes anymore. They start being proud of their abilities and realize that they can improve their performance.

- Teachers should not give too much importance to the regular grading system. The system marks a student as an excellent, good, regular or bad **student**; we propose to improve his/her **performance**.

- It is very important to create comfortable and natural surroundings inside the classroom, and to use more effective more dynamic and easier methods for teaching English.

- Finally, it is extremely important that students should be encouraged to use English in class, even though they misuse structures. It's necessary that the teacher create the need of using English, and that the student connect that need with the learning process.

CONCLUSIONS

One of the most important facts that we have accomplished through this research is the understanding that, we, as teachers, should encourage students to succeed by themselves. We must be the facilitators of keys of success. But before using those keys, teachers should have the ability and preparation in the management of sufficient theoretical concepts, and in the way to take these concepts to the classroom.

Therefore, our research permits us to draw the following conclusions:

1.   Teachers need to know the stages mentioned by Piaget in order to determine when and how the curricular program or contents could be applied. Teachers also need to know that in a group of students, even being of the same age, they do not have the same cognitive stages. In those cases, the teacher's ability and knowledge to discover student's aptitude are fundamental.

2.   For Ausubel learning depends on what students already know. It is not important just the information they have in their minds but concepts and propositions they can handle. Students need to connect what they know with the new information that they are receiving. Besides, all the knowledge needs to be meaningful for the students. Teachers should be aware of this theoretical concept before teaching new material.

3.   One of the most important facts for a student is to have self esteem in order to grow up in a healthy and responsible way. Teachers who create comfortable surroundings in the classroom have more possibilities to find success with their students. If we want to get that our students keep what they have learned in their long term memory, the learning process should be meaningful and received with joy. They also need to be constructors of their own knowledge.

4.   Howard Gardner has given a wide range of "measure of understanding" which contrasts with the current forms of "measure of knowledge" that we apply in our everyday class as teachers. Gardner enhances **performance** rather than **content**.   With his MI Theory, he has amplified the world of intelligence as it was understood before him. It made us to see students as a source of success because of their multiple possibilities. We changed our schemes of intelligence and students opened their eyes and felt proud when they discovered their aptitudes.

5.   It was shown by the diagnosis that the students of Fourth Grade in Asunción School do not use English in class. English is not taught for the purpose of communication.   Students were afraid to use the target language, not only the students who have difficulties with the learning process but the ones who got the highest grades in English. (See grading charts)

RECOMMENDATIONS

1.   It is necessary that the teachers of Fourth Grade of Asunción School take into account the theoretical consideration for teaching a language, because without a clear theoretical conception practice becomes routine, mechanical and passive.

2.   Teachers should use methods, techniques and activities that increase communication. There are a lot of activities that can be carried out to make each class a more active and meaningful experience. Those activities should be related to their own world.

3.   Teachers should help students to find out their aptitudes by means of observation. Some activities could be inserted in any regular program that helps students and teachers to recognize students' preferences.

4.   The grading system should be reconsidered by the English teachers. It should be focus on performance rather than on contents. At least, we consider this is very important at the beginning, and then contents could be gradually increased.

5.   Teachers should create comfortable surrounding inside their classrooms because students need to feel secure when they learn. We are aware that a forty-student class is difficult to manage, but we also know that the teachers' preparation and their knowledge give good results.

6.   It is also advisable that the authorities search out continuing education courses for the teachers. Teachers need a constant updating with new methods and techniques.

7.   We really hope that this research project serve as a guide for teachers that encounter problems when teaching a new language to students.

ILLUSTRATIONS' SOURCE

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