

“UNIVERSITY OF CUENCA”

“MULTIPLE INTELLIGENCES: STRATEGIES FOR THE LANGUAGE LEARNING PROCESS FOR CHILDREN FROM NINE TO TEN YEARS OLD IN ASUNCIÓN ELEMENTARY SCHOOL.”



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Children start showing their talents since early years, so it's important to support the growth of their intelligences and to provide the means for them to achieve knowledge in a successful way. Children have their own learning styles which obey to their likes, necessities, preferences and abilities. In fact, if teachers recognize those characteristics and use them as tools during the process, teachers will make the classes more interesting, funnier, and easier for the students to learn. As a result teachers will have more active and motivated students involved in a meaningful learning. In this spite of make the English process more interesting, teacher may change the activities during the class and select the right strategies in order to obtain more and better results. It allows teachers to use different activities according to the children's' differences to help children to learn according to each necessity.

The present work has been written prior of obtaining de degree of bachelor in English language and literature, but also as a contribution to all teachers who want to improve the teaching learning process by employing MI strategies during their lessons. We have considered the weaknesses which as English teachers we could observe, along the teaching process, based on our experience. This work was applied to Fifth Grade children in Asunción Elementary school obtaining the expected results.

KEY WORDS: MULTIPLE INTELLIGENCES STRATEGIES



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UNIVERSITY OF CUENCA

SCHOOL OF PHILOSOPHY

GRADUATION COURSE IN ENGLISH LANGUAGE AND LITERATURE

TOPIC:

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PREGRADUATE MONOGRAPH

Prior to obtaining the degree of

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All the content of this thesis is the exclusive responsibly of its authors.

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DEDICATIONS

To my family for the affect
and support given trough those
years, specially to my parents
who has been my guiders and the
co authors during my personal and
professional formation.

Andrea

I would like to dedicate this work to my parents
for the emotional support, patient and love, and
to my husband and my little Paulita Valentina
my reason to live and go on.

Paola



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Educators are persons who have the responsibility to teach, guide, and form persons.

For this reason we want to thank God for granting us the gift of life and the opportunity to use our talents to help people through the teaching process.

In this sense we want to thank to Mst. Calalina Astudillo for guiding us during our whole career and to Mst. Rosita Torres for advising us through the development and the success of the present investigation work. And of course to Asunción Elementary school principals who make possible for us to apply this project.



ABSTRACT

People have many differences in acting, thinking, expressing, etc. Those make them possessors of different abilities and capacities that make them especial and unique. In fact, each individual has different learning styles according to his/her behavior, age, interests and necessities. The information included in this work is an educational work compilation and it has been compiled and presented to provide clear information about the influence of MI in education.

This work is the result of six months of investigation and its synthesis is presented bellow as a reading guide.

CHAPTER I

All people are intelligent in many different ways, considering that intelligence is the ability to learn, understand, reason about certain information and use it to act in the society. It is very important to know how each student is intelligent and how he or she learns, it will allow teachers to identify children's preferences, interests, abilities and capacities. Those permit teachers to create students' individual profiles to understand their students learning styles in order to have a meaningful learning.

CHAPTER II

Gardner establishes that each person is owner of eight different intelligences and two additional recently proposed, which are linguistic, logic mathematic, bodily kinesthetic, musical, naturalistic, visual spatial, interpersonal, intrapersonal, moral, and existential. All the Astudillo Andrea, Astudillo Paola



intelligences are developed in different parts on the brain which will be increase through along of the people's according to their age and their capacities that he or she learn through the time. In this chapter we suggest some useful activities to motivate and increase each MI.

CHAPTER III

Children are very active and enjoy working with different materials, and being outdoors. Moreover, they love working in groups it allows them to acquire self-confidence and to be exited during the process. The elaboration of lesson plans based on MI and the application in Fifth grade “Asunción Elementary School” allowed us to recognize that the use of those activities permit to have interesting results in English teaching learning process.



INTRODUCTION

Howard Gardner in his theory of multiple intelligences presented on his book “Frames of Mind” in 1983 establishes that all people are intelligent in different ways. This theory is one of the most interesting which is related to the developed of the human mind since the intelligence stops being considered as one and begins to be observed as a group. In fact, while persons understand how intelligent they are and how to develop their intelligences they will feel comfortable and secure during life the process. People can feel self stem, be motivated, and identify themselves as intelligent persons by recognizing and working on their different abilities.

Children start showing their talents since early years, so it’s important to support the growth of their intelligences and to provide the means for them to achieve knowledge in a successful way. Children have their own learning styles which obey to their likes, necessities, preferences and abilities. In fact, if teachers recognize those characteristics and use them as tools during the process, teachers will make the classes more interesting, funnier, and easier for the students to learn. As a result teachers will have more active and motivated students involved in a meaningful learning. In this spite of make the English process more interesting, teacher may change the activities during the class and select the right strategies in order to obtain more and better results. It allows teachers to use different activities according to the children’s´ differences to help children to learn according to each necessity.

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language and literature, but also as a contribution to all teachers who want to improve the teaching learning process by employing MI strategies during their lessons. We have considered the weaknesses which as English teachers we could observe, along the teaching process, based on our experience. This work was applied to Fifth Grade children in Asunción Elementary school obtaining the expected results.



CHAPTER I

THEORY AND CONCEPTS

Gardner’s theory of multiple intelligences gives us a theoretical model for recognizing the different abilities and talents of students at different ages. “This theory acknowledges that while all students may not be verbally or mathematically gifted, children may have an expertise in other areas, such as music, spatial relations or interpersonal knowledge” (Gardner). The use of different strategies according to different students’ intelligences will help the teacher to improve the English learning process and the students to learn in an effective way, through the development of their group of skills. Because children do not learn in the same way we consider that they cannot be assessed in a uniform way; therefore, it is important for the teacher to create an intelligence profile for each student. Knowing how each student learns will allow the teacher to identify child’s preferences and to choose useful strategies for teaching each student inside a group. The teacher will be aware about their students` skills to give them different clues to improve their academic achievement and to solve different problems. The teachers are guiders who give the students clues and tools for them to build their knowledge by themselves, through working in an effective way, thinking about students` intelligences. “Students can increase their intelligences in any area by learning and practicing in that area.” (Gardner) Each individual possesses ten intelligences, each one more or less developed; therefore, it’s necessary to create and think about right strategies based on each group of intelligences to work in an appropriately

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way to involve all the students in the learning process(151).

Through the teaching-learning process not all the teachers make an effort to identify children's MI. If they do not know their students' talents or intelligences, they wouldn't be able to take advantage of these strengths during the process. With this in mind, the purpose of this investigation work is to remedy this situation, as much as possible. Students will get their self-confidence, if they recognize themselves as an intelligent and talent persons. For fearing that, teachers need a path to recognize their students' talents, but also some strategies to work with their students considering their students' different mixture of intelligences, in other words to grow their developed intelligences, and the others which are less developed. The principal aim is to provide MI lesson plans to the school applying different strategies based on students' intelligences. The specific objectives are to select useful teaching techniques considering the children's diversity of intelligences, to analyze the different strategies, to develop children's intelligences, and to elaborate the lesson plans through the application of the MI strategies.

The methodology in teaching-learning process is based on psychologists and educators' different theories as Howard Gardner, who recognizes that there is more than one intelligence; there is a group of them which allow people to develop through the life. Gardner's theory acknowledges that "Intelligence is a bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture" (Gardner). We must consider how a person is intelligent instead of how intelligent a person is. Therefore, it is important to research learning paths based on multiple intelligences which allow teachers to know how their students learn through appropriate techniques, and let the

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students recognize themselves as intelligent and capable individuals. For example, if a person is strong bodily kinesthetically and weak linguistically, will be more likely to achieve and perform knowledge by acting and not by writing. In spite of it, teachers may reduce the students' linguistic weakness by asking them to act out a tale or to be a part of a play. The idea is to transform their weaknesses in strengths. (61)

Intelligence is a group of abilities which are all of great value. For this reason, Gardner certainly establishes that intelligences cannot be measured in a single scale or level and suggests that teachers should use their traditional assessment methods with assessment strategies that evaluate student progress in an inclusive, meaningful way.

1.1. Multiple Intelligences Theory

The word “*Intelligence*” comes from two Latin roots: “*inter*” means “among” and “*eligere*” means “to choose.” Intelligence is the brain capacity which allows the individual to go deep into the comprehension of things to choose the best option when the moment requires. In other words, intelligence is the ability to learn, understand, reason about certain information and use this to interact in family, school, and the society to face real life situations. Intelligence is a group of components developed during the first years in an individual and it is directly related to the intercultural heritage, native language, ideology, beliefs, script, intellectual methods, and other environmental means. Education is the cultivation of intelligence, where educationists are the guiders for students to develop their minds since early years

Binet's IQ test was applied to discover students' intellectual shortcomings as a guide for teachers, who used to think that there was only an intelligence which could be measured and

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students were labeled as more or less intelligent persons. Since Howard Gardner and his book “Frames of mind”, intelligence stops being one, and begins to be understood as a group of eight. Each intelligence is located in different points in the brain. Every one possesses the linguistic, logic-mathematical, musical, bodily kinesthetic, naturalist, inter and intra personal, moral and existential intelligences; more or less developed.

Gardner has examined intelligence tests, cognition experiments, neuropsychological research, etc., to suggest eight criteria or signs which permit identify and understand intelligences as different and sovereign from others.

First, Neuropsychological evidence that there is isolation by brain damage. Gardner argues that intelligences are presented in different neural modules; each has its own way of operating and if there is a damage in any of these modules it will affect to only this specific intelligence rather than any other. As Stephen Hawking, who suffered a motor neural disease which affected his Bodily Kinesthetic intelligence, but has his logical-mathematical intelligence highly developed.

Second, the existence of individuals with exceptional talent as prodigies or idiots savants who have a particular intelligence developed more than the others. For example, Tony Melendez who in spite of his congenital disease, could develop their musical intelligence.

In addition, an identifiable core operation or set of operations where is an identifiable set of practice and procedures which are exclusive to each intelligence.

Likewise, a distinctive development history where there is a path of the progressive history of the human mind which permits to identify each intelligence and its set growth stages



with a mastery level presented as an end in the human mind evolvement.

After that, a distinct developmental history affirms that the origin of intelligence comes from thousand years ago and during the pass of the years it comes more evident, as it can be localized on its antecedents traced through the evolution of homo sapiens.

Then, we have the experimental evidence through psychological investigations where intelligence can be measured in its own autonomy.

Besides the Support of Psychometric Tasks which help to identify easily the specific intelligences.

Finally, the creation of a specific symbol system where each intelligence possesses a set of codes, such as images which are unique and important in each individual intelligence.

1.1.1. LINGUISTIC

Linguistic intelligence is the ability that permit to master the language, learn, and use language in a theoretically and poetically way. This intelligence is developed in the left temporal and frontal lobes of the brain; and represents an essential source in the real life of a person because it allows communication. This ability is presented in poets, orators, politicians, teachers, lawyers. Linguistic intelligence traits are: who likes to read, to write, to listen, good spelling, sensitive patterns, word games, good memory for general knowledge, and ability to reason.

1.1.2. LOGIC -MATHEMATICAL

Logic-mathematical intelligence is the capacity to analyze situations in a logical and scientific way applying a logical thinking. This ability is located on the left frontal and right parietal lobes. Logic intelligence is presented by the following traits: who likes to count, to be



organized, to be very precise, to be good at problem-solving, recognizes patterns, likes math games, likes to experiment, and likes computers. All people present this activity, but there are scientists, engineers, mathematicians, researchers, and economists as Euclid, Pythagoras, Newton, Bertrand, Rusell, and Einstein, which have this intelligence exceptionally developed.

1.1.3. BODILY –KINESTETHIC

Bodily kinesthetic intelligence is characterized by the coordination of the mind and the body. This ability is developed by the cerebellum, basal ganglia, and the motor cortex. People who have more developed this intelligence like to play sports, they prefer working with their hands and their motor skills are more trained. People who have this intelligence more developed are athletes, dancers, mechanics, and craftsmen. We can observe that children who show more active in activities like dancing, running, building, jumping, gesturing, and touching present this activity more developed.

1.1.4. MUSICAL

Musical intelligence is the ability to perform, to compose, and to appreciate musical patterns. This ability is developed in the right temporal lobe of the brain. People who possess this intelligence are the composers, musical instrument makers, artists, and music lovers. Musical intelligence qualities are the following: to be very spiritual, to appreciate emotional power of music; sensitive to rhythm, pitch, timbre, and melody; aware of complex structure of musical notes; listen to a lot of music of all kinds. Children love singing, humming, taping feet, clapping, and making sound using different objects. The best way to train this ability is teaching through music, using songs, chants, and melodies. It also makes the students' learning funnier.

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1.1.5. NATURALISTIC

Naturalistic intelligence is a human particular connection between people and nature. This characteristic is developed in the left partial lobe. This ability is important for discriminating between the living and nonliving things. The person who possesses this intelligence presents the following characteristics: bothered by pollution, enjoys having pets; likes to learn about nature; enjoys gardening; appreciates the landscapes; really appreciates the contact with the nature, likes to camp, hike, walk, and climb; notices the nature above all other things. They are conscious of changes in weather. Gardeners, farmers, conservationists, animal trainers, scientists, zookeepers, ecologists, veterinarians are some professionals in the area.

1.1.6. VISUAL-SPATIAL

This intelligence is characterized by the ability to create mental images and relate them with the space. This intelligence is developed in the occipital and parietal regions (especially on the right hemisphere). The characteristics of this intelligence are art, drawing, sculpturing, and painting, locating easily, and reading maps. They also can visualize or image easily, they have a photographic memory, appreciate colors and use metaphors, speak fast; they like to watch videos while they are listening to music. The vocabulary used is related with the eyes and the space. People with a spatial developed intelligence can be chess players, painters, architects, navigators, graphic artists, designers, cartographers, and film makers.

1.1.7. INTERPERSONAL INTELLIGENCE

Interpersonal intelligence is the ability to interact with others easily. These people like to meet new friends, maintain conversation with others and dialogue with them. Also these people

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use this ability in order to influence, manipulate, or mediate individually or in groups of people toward some objective. This ability is a characteristic in teachers, therapists, administrators, and politicians. This ability is developed in the frontal lobes, temporal lobe (especially in the right hemisphere) and limbic system.

1.1.8. INTRAPERSONAL INTELLIGENCE

This intelligence is the one which permits to know and understand oneself; this intelligence allows the individuals to internalize in their life and to know their desires, actions, thoughts, and how to make a decision by themselves to solve their own questions. A person with a strong intrapersonal intelligence can conduct to self-esteem, self-enhancement, and strength of character which will be used to face real life problems and involves self-motivation. This intelligence is located in the frontal lobes, parietal lobes and limbic system.

1.1.9. MORAL INTELLIGENCE

This intelligence is related to human values respect to life and the relationship with other living things. This intelligence starts developing in children since their early years and it is increasing through the elementary school years because of the social environment, parents guide, friends, and school teachers. In this environment, children acquire values which will help them to form their moral behavior and through the years will allow differentiate good from bad.

1.1.10. EXISTENTIAL INTELLIGENCE

Individuals presenting this intelligence are wondering about life questions such as the reason of their presence in the universe, their birthday, the existence, and the death. Children with this intelligence may show curiosity about the Earth, life on other planets, ghosts, spirits, life



after death, famous philosophers and their thoughts about life and human beings.

1.2. MEANINGFUL LEARNING THEORY

In order to establish new strategies based on MI for children from nine to ten years it is important to recognize the different ways to learn. Ausubel says that “learning may proceed in two different ways:” *Rote learning occurs when the learner makes no effort to relate new concepts to prior relevant concepts he/she possesses and Meaningful learning occurs when the learner seeks to relate new concepts and propositions to relevant existing concepts and propositions in his/her cognitive structure*”(Ausubel). In fact, the Multiple Intelligences are deeply related to the meaningful learning because, when students possess an ability and can learn by using this, they show more interest in the topic, they feel self-confidence to perform any exercise related to the topic, and more motivated during the learning process. Furthermore, as more interest students show more meaningful will be their learning. The meaningful learning activities have moments or stages in sequence which allow the learning process. (Web)

First, the *recovery moment of previous knowledge*: this moment involves all the activities which can be a resource for the teacher to make a refresh of the students’ knowledge. It can be done by asking them some questions or in a conversation, by presenting some pictures or letting them to hear a song, or through games to ask them to remember past memories.

Second, *moment of motivation*: this moment is crucial, it’s when the students have curiosity, emotion, and predisposition to learn. Motivation comes from themselves, teachers are the helpers to propitiate this moment by creating the proper environment for them to enjoy

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learning.

Third, *the basic moment*: here is when students get involved in the new knowledge. They start analyzing, investigating, reading, comparing, socializing, listening to new concepts, theory, and ideas; at this moment they build the link between the previous and recent knowledge. In fact, teachers must be strongly sure that they have used the right information, resources, and methods to use for presenting the class. At this moment, the teacher and the students analyze the two previous moments and the answers produced by the students to relate them to the new information.

Forth, *the practice moment*: where the students have the opportunity to work on, use, practice and reinforce the new information recently acquired. Here the teacher is the mason who instructs the students to build a meaningful learning.

Fifth, *the moment of assessment*: this is an important step because through this, the teacher and the students can realize about any advance or possible mistake made by the students. By correcting the mistakes, it's important to do it in a natural form, instead of emphasizing the error, give another example for the students to realize about the blunder. We consider important to reward the students' achievements and effort with a motivational phrase or a symbolic prize, to make them feel as intelligent and capable persons. As we know, all students don't learn in the same way, so the teacher should asses them in different ways. In fact, we suggest to use different activities to evaluate the student based on MI to help them all to be more successful.

Finally, the *extension moment*: at this moment the students have reach the necessary motivation to use the new information in other situations. Here we use some extra activities,

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presented in the curriculum, to strengthen the knowledge previously learnt.

1.3. Asuncion Elementary School Background

In October, 1963, the Community “Madres de la Asunción,” instituted the elementary school for children and the female high school, both private. Since the institution began, it was characterized by the new active methodologies according to the society demands and necessities.

On October 5th, 1973, the high school began to be financed partially by the government, through a ministerial agreement No. 1160 and supported education to economically disadvantaged people.

After eighteen years working, in 1981, the Catholic University of Ecuador began to manage Asunción School. In 1983, the institution changed into an experimental school and allowed female and male students to be in its classrooms.

Attempting to improve education technologies, the institution started the training for the implementation of ISO 9001:2000, obtaining this certification on June 26th, 2006. In 2006 and 2007 the institution elaborated a new educative project named “Education based on Competences”.

The mission of the institution is to train competent students by meeting Asuncion’s student profiles, with skills, knowledge, and values to pursue their higher education in a personal and social transformation. The institution projects itself to the future as an institution which offers a process through an Education based on Competences, on the principles of individuality,

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autonomy, socialization, and transcendence. Asuncion Elementary School has an Education based on Competences. This model proposes the identification of individual ability, talent, and aptitude which are deemed to be the most important, and reveals that the key task of education is self-actualization through recognition and cultivation of such talents and abilities. It means to find the curricular plan that permits to design models based on information and knowledge. Children possess and develop their capacity in order to solve a problem. This model involves three stages: *curriculum design, methodology, and evaluation based on competences.*

The **curriculum design** considers three levels: first, the *macro design* where the competences are designed integrating knowledge, abilities, and values in a general sense. Those competences come from the students' problems, the object of the study, and the students' objective. It's important to make a list of the problems that the student has, the content knowledge which will help the students to solve possible future problems, and establish the goals which the students must reach. Second, the *meso design* involves the studio plans which are determined in general competences. The idea is to establish general aspects of education in the school in order to determine the competences as a didactic integration expression through programs, integrative projects, and the competence units. Finally, there is the *micro design* where the knowledge, skills, and values will be carefully developed. The skills are related to the knowledge and allow to clarify the system of skills. Knowledge such as laws, rules, facts, phenomenon, models, and theory will help to explain the object of the study. Values are the behavior guides which will be developed through an activity.

The **methodology** is the socialization process where the students are part of their learning

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as subjects and objects, where they have a responsible and active attitude to face their formation process. First, the objectives, content, methodology, the resources, and the evaluation are part of the learning process. So, the objective is to express the expected results during the learning process. The content is the group of skills, habits, convictions, values, and the system of knowledge associated to the process: what is taught and learnt? The method is the way of teaching: how to teach and learn? In addition, we understand the media as the resources used by the teachers to perform a method. Finally, the evaluation can be understood as the way which allows the individual to make sure about the achievement of goals, the feedback, and the guide to correct any advance during the learning process. The **evaluation based on competences** allows to understand, to interpret, and to value the students' attitude in front of a determined context; considering that this evaluation will be appropriate to the formation by giving credits for the acquired competence (CIEP, 29-35).

A successful work on these three stages allows the student to interact in an intercultural environment with self-confidence, that is, during the class the student can interact in a real communicative context or situation; for example, identify habits, likes, and routines with confidence. The objective is that the student will interact in a real communicative context or situation, both in oral and written ways, through listening and watching videos, news, cartoons on T.V, games, chants, and action songs with confidence“. Asuncion Elementary School English teachers work with three units based on competences, which involve the nine constituents presented in the book, **Catch 3**, during the year and use a skills system based on competences. This system is developed through the four abilities which are listening, reading,



writing, and speaking. First, during the listening activities the students will listen to the material provided by different resources such as tales, videos, CDS, and the internet; at this stage, they will recognize sounds, phonemes, words, phrases, expressions, idioms, and intonation. Also, they will be able to identify and interpret the message, understand instructions, dialogues, descriptions, and narrations. Second, through reading activities the students will read short texts, tales, articles from the internet, and other sources which will help them to identify different kinds of messages, characters, main ideas, contextualize vocabulary, situations, and meanings. In addition, through writing activities the students will use punctuation rules and grammar structures correctly, understand and use different writing strategies to produce short paragraphs related to a topic. Finally, through speaking students will use language to communicate among their classmates by giving opinions about any topic or describing different objects. The value system based on competences are presented monthly. Values such as respect, persistence, optimism, cooperation, confidence, clearness, precision, responsibility, honesty, discipline, initiative, and enthusiasm are part of the students' formation during the classes. Some strategies used by Asuncion' teachers are Communicative Approach, Total Physical Response Method, Community Language Learning, and the Audiolingual Method. As human resources Asuncion English teachers mention: students, teachers, area director, class inspector, students' parents. The material resources are board, markers, erasers, classroom and the didactic resources are books, dictionaries, notebooks, CDS, radio, projector, computer, flash cards, magazines, and pictures.



After an interview to Lic. Mercedes Salinas, 5th grade English teacher of Asunción Elementary School, we can say that there are five grades with an average of 45 students each one. They have 5 hours of English classes a week, the five grades go to the LAB three times a week, and they sometimes have outdoor classes. The book used by the teacher is “Catch 3”. An important aspect is the use of the neuroplasticity, based on the constructivism, that consists in recycling the acknowledge information and using it for future classes.

About the students’ preferences, we can mention that few students like to talk, many students prefer to read, to write, to dance, to work individually, to do experiments, and to memorize, and almost all like to play, to work in groups, to sing, to act, to do puzzles, to draw, to do crosswords, to use tongue twisters, to listen to music, to participate in class, to invent stories, and to be in contact with nature.

An interesting aspect is that the students enjoy working with their hands and with new and different objects. The teacher knows which are the 5th grade students learning preferences because she uses new activities during her classes expecting students don’t get bored. He/She encourages children to participate during classes, recognizes their work and also she uses songs and body responses activities in order to make the classes more interactive but also to maintain the students’ attention. Based on this information, we can deduce that the 5th Grade English teacher recognizes their students’ talents, their abilities and their learning preferences, but she uses activities to teach them in a general way.

After analyzing 5th grade curriculum based on competences in Asuncion Elementary School we can brief the following information (see fig. 1):

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	STRENGTHS	WEAKNESSES
SKILLS	The teacher seeks to develop the four skills during the teaching-learning process.	
CONTENTS	<p>The education is based on a students own social culture.</p> <p>The contents are adequate according to the students` age and level.</p>	<p>Not all students learn in the same way and rhythm so the teacher can` t go further.</p> <p>There are a lot of students in each class.</p> <p>In fact only one teacher can not help all students in an effective way.</p> <p>The contents of the ten units presented on the book are globalized in</p>



		three didactic Unit Plans. It is not suggested for the learning process because there are not specific objectives presented on each unit.
STRATEGIES	<p>An important strategy used by the teacher is “Neuroplasticity” that uses constructivism as a base of the learning process. This strategy helps students by linking the previous knowledge with the new knowledge.</p> <p>Audiovisual motor is very helpful because children learn better by seeing and listening.</p> <p>The most of the strategies applied by the teacher are interactive which allow the students to involve in the learning process.</p>	The methodological strategies are selected in a uniform way to all students.
DIDACTIC SOURCES	The teacher uses a variety of sources as multimedia, flashcards, videos,	

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	plasticine, books, music, songs, CDs, and DVDs, which maintain the interest of the students in the class.	
EVALUATION		The evaluation is based only on the contents. The evaluation is labeled by grades.



CHAPTER II

METHODOLOGY AND STRATEGIES

2.1 METHODOLOGY

The aim of the English teaching learning process is communication through many different activities which will develop the four skills. In fact, what the teachers search is to work on those skills through the practice of them; adapting the information according to the receiver and the environment. During this process it's important to recognize the following channels:

First, *Perceptive* searches to condition the information in order to be understood by the students, through different sensory aids. Second, *Cognitive* is a channel which allows to know if the message or information is clear enough and comprehensible for the students. Third, *Emotional* channel is about the students' emotions and feelings related to the information they receive. Finally, *Association* which permits the students to link information with previous knowledge learnt before.

Teacher must create a democratic communication climate where students feel secure and free to express themselves. It must be done in an appropriate environment of equality avoiding an authoritarian communication.

Howard Garner on his book “Frames of Mind” doesn't consider the Multiple Intelligences
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as learning styles, but he congratulates the authors who relate his theory with the practice inside the classroom, so, we think in the MI as a path to teach students; considering their abilities to work during the teaching learning process. Through this, the teacher can guide students to expand their curiosity to the information helping them to be more interested in the process. To make students interested and in learning awake it is necessary to use different activities related to the topic during the classes. Here we suggest some useful strategies through activities to work on and develop students' intelligences.

2.2 STRATEGIES

2.2.1 LINGUISTIC

Here the right environment is the key; children surrounded by people talking, can improve their ability to understand and to communicate. One strategy to stimulate children through this intelligence is to talk a lot to them, asking children about different points of view of any topic. It's important as teachers to be an interlocutor to know children's opinions and be an attentive listener during the process. According to Celso A. Antunes, this kind of exercises developed in the classroom will propitiate in the students the necessity to make their sentences large and to express their ideas in a better way.

Second, using "brainstorms" is useful to organize student's ideas and also it takes few minutes to perform. This activity can be used in a first moment during the class to recover previous knowledge. The steps to perform this activity are: to choose a broad topic, to write as many ideas as you can in a couple of minutes, to answer questions such as Why?, When?, Who?, Where?, etc., to add more ideas. Then, to read carefully in order to realize if there are irrelevant

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ideas and cross out them, and finally, to join similar items. “Brainstorm” activity can be done individually, in groups or with the whole class using the board.

And third, writing activities, storytelling, and speeches such as debates, plays, and narration contest will help students to develop their ideas and express them orally. Word games such as tongue-twisters, riddles, and couples help the students to improve their pronunciation making it clearly. Finally, the use of books, worksheets, manuals, and dictionaries will contribute students to acquire more vocabulary to speak fluently.

2.2.2 LOGIC MATHEMATIC

An interesting way to develop this ability is through the mathematization of the language, doing experiments, questioning, figuring out logical puzzles and calculating the words. For example, if there are one hundred new vocabulary words, we will study ten of them daily; then they can learn those words in one hundred words in ten days. This kind of activity will encourage students to mathematize their learning and make this process seems easier. Other suggested activities could be the solution of problems, scientific demonstrations, logical problems, creating codes, designing computer programming languages, doing classifications and categorizations. These are stimulate activities that will help students to think in a logical manner in order to look for the best answer to solve problems.

2.2.3 BODILY KINESTHETIC

. To improve this activity; is important to include activities such as doing crafts, building things, acting in dramas, miming, and playing physical games. Those kind of activities will allow the students to have tactile experiences and hands on learning. A good example is the Astudillo Andrea, Astudillo Paola



Braille language that helps children to improve the tactile sense, the smell sense and prioritize the capacity of the taste sense not necessarily in blind people. Other activities that complete the formation of the students are the activities where students can move their body such as carpentry, loom, sewing, and communication with body language and hand signals. They are the complement in order to harmonize better the mental development.

2.2.4 MUSICAL INTELLIGENCE

The best way to train this ability is teaching through music, using songs, chants, and melodies. It's interesting to notice how a teacher can have students' attention through a song. In fact by selecting the right songs, chants or melodies; teachers can teach anything from grammar to vocabulary, but also to develop students' music appreciation. Creating their own songs, melodies, and lyrics to express their thoughts is a good activity to foment their creativity through this intelligence.

2.2.5 NATURALISTIC

An interesting way to develop this intelligence is to work in contact with nature, animals and tools which allow students to experiment through the world and organize excursions to parks, zoos, and national parks. These kinds of activities will allow students to discover many different concepts presented in the nature and to create a special link between them and the other living things, such as animals and plants to take care of them. To foment childrens' curiosity by telling them interesting tips about animals, plants, and other living things; and bringing videos, news, pamphlets, etc., about nature, global warming, green house, etc., from National Geographic, Discovery Channel, internet and other resources to make them feel in contact with nature.

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By seeding plants and taking care of them during the school year, we will help them to feel more sensitive about other living things that are in nature.

2.2.6 VISUAL SPATIAL INTELLIGENCE

Letting students use their imagination in any performed activity will motivate them to train this intelligence. Although all the possible productions will be far from reality, those must be accepted by the teacher in order to encourage students to continue creating. There are several activities to stimulate this intelligence; for example, imaginative storytelling, idea sketching, visual thinking exercises, and creative day dreaming. It allows children to interact with reality and fantasy of a story and look at from different angles as the person who listens and as the person who is living that situation. Other activities such as doing collages, painting, drawing, and expressing their own ideas, regardless if they are or are not related to reality, will help students to discover their ability to notice the beauty of the abstract and unreal things. Cartographic language is another interesting strategy because if a child who decodes a map, uses the abilities to compare, to analyze, to sensitize, to deduce, to transfer, to measure, and to incorporate; it permits the student to create a new language capable to relate the significant with the meaning. The use of movies, slides, 3-D construction kits, activities with telescopes, microscopes, and binoculars develop the specialization because children try to discover the continuity or the outcome of a movie or the result of an investigation. These reflections help the enlargement of the special intelligence.

2.2.7 INTERPERSONAL INTELLIGENCE

To use “Cooperative Learning” is a good way to enhance this ability because it gives a

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positive interdependence to students, an opportunity to help each other to learn, and the competence to be more responsible to achieve the group goals. Moreover, in Cooperative Learning students will have the opportunity to communicate, guide, make decisions, and solve possible conflicts into the group during the different activities proposed by the teacher during the class. Students involved in activities such as interpersonal interaction, peer teaching, cross-age tutoring, and peer sharing will give the students interdependence and the opportunity to get their group goals and to teach and learn from others feeling confident in a reduced environment where they can express their ideas with more freedom.

2.2.8 INTRA PERSONAL INTELLIGENCE

A good way to develop this ability is giving students the opportunity to work alone, to have their own space, to reflect, and to do self-paced projects because in this way the students can achieve and produce by themselves more than working in groups. To give private spaces for them to do their activities will help them to have more independence. It will help them to reflect about their life, goals, dreams, and projects to produce constructive ideas to solve real life demands. Moreover, it's important to give the students time enough “minimum three minutes” (Jane D. Hill), before asking them for an answer which will help them to think of more elaborated and better ideas.

2.2.9 MORAL INTELLIGENCE

It's important to remind the students the human values such as responsibility, respect, kindness, and honesty, which they acquired at home, and encourage them to practice those values at school; for example, telling tales with moral advice, letting them to think about the Astudillo Andrea, Astudillo Paola



values presented in the story, recognizing good from bad. A good strategy to apply could be to give a little stone to children and ask them to take care of that for a day; in this way, we teach them responsibility. Another strategy is good example from the parents and the teacher; a good example is better than a thousand words.

2.2.10 EXISTENCIAL INTELLIGENCE

To foment this intelligence it's necessary to organize visits to museums and planetariums in order to wake up the children's curiosity to know some aspects related to human existence, and after each visit socialize about the children's ideas. Watching videos and reading stories related with the origin of the world and human beings will make them think about those important aspects of life.



CHAPTER III

APPLICATIONS AND RESULTS

3.1 LESSON PLANS

MI Lesson Plan No. 1

THE WORLD!

Grade Level: Fifth Grade of Elementary School

Grade Level Goal: Students will be involved in a second language environment where they will communicate with confidence in a successful way.

Lesson Objectives: Students will use “there is” and “there are” to express what they can find in the field and in the city.

Materials

Pictures

Flashcards

Posters

Cut outs

Magazines

Cardboard

Pencils

glue

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PROCEDURES

The teacher starts the class by asking students if they have ever been in the jungle, in the country, in the forest, or in a big city. Then the teacher reads a paragraph and asks the students to close their eyes and create a mind landscape about what he/she is reading. While the teacher shows some pictures to the students, from different places on the board, he/she points the objects, and reads the vocabulary using the structure “There is or there are”. Students joint together in groups and choose the city or the town. Then they draw the place and write the objects that characterize each place by using the structure, for example: “there are many trees next to the river”. Finally, the students make a collage using different materials and present the collage by using the structure.

During the recovery moment of previous knowledge linguistic intelligence is used through the expression of the student’s ideas. Intrapersonal intelligence is presented in the moment of motivation, where the students create in their minds how a landscape is. Then the spatial intelligence is evidenced in the practice and assessment moment because children use their creativity in order to create a representation of their thoughts and then they use the learned structure to express their draws. Finally, children put in practice their interpersonal intelligence through the cooperative learning. The moment of extension is very important at this time where the teacher evaluates if the children understand or not the grammar structure. In this step children use the spatial, the linguistic, and the intrapersonal intelligence.



MI Lesson Plan No. 2

I CAN DO ANYTHING;

Grade Level: Fifth Grade of Elementary School

Grade Level Goal: Students will be involved in a second language environment where they will communicate with confidence in a successful way.

Lesson Objectives: Students will express their abilities and capabilities by using the modal “can” in shorts sentences.

Materials: Movie

Songs

Objects

Video

Flashcards

Notebooks

PROCEDURES

The teacher starts the class by playing a movie about sportive competitions, and then he/she asks the students about what they remember from the movie. Second, the teacher expresses what he/she can do and asks what they can do. Third, the teacher writes some actions given by the students and explains the structure by using flash cards. Then, he/she asks the children to make groups to have a contest among groups where they are going to act different

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actions they can do, one student from each group mimes the ability while other groups try to guess and express it by using the modal can. Finally, the teacher asks the students to interview their classmates abilities about their abilities and to report those abilities on their notebooks.

During the projection of the video the students use their visual spatial intelligence to relate and understand the movie. Then children speak about their abilities and capacities where linguistic intelligences is presented. While the students work in a cooperative learning during a practice moment they are developing their interpersonal intelligence. Bodily kinaesthetic intelligence is used when the children move their bodies to mime the abilities during the contest. Finally, linguistic intelligence is developed when the children interview their family members about their abilities.

MI Lesson Plan No. 3

“I GET UP “

Grade Level: Fifth Grade of Elementary School

Grade Level Goal: Students will be involved in a second language environment where they will communicate with confidence in a successful way.

Lesson Objectives: Students will be able to use short phrases to describe daily routines, and tell the time.

Strategies: Brainstorm

Materials:

Little Book

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Markers

Flash Cards

Card Board

Colours

Cd

Puzzles

Finger Paints

Paintbrushes

PROCEDURE

The teacher asks the students to use numbers and complete different series. Then he/she uses a brainstorm to ask the children to remember what they already know about daily activities. After that, flash cards are used in order to represent the activities presented during the brainstorm. The teacher draws four clocks on the board and explains the students how to tell the time; with this example the children are in the capacity to make a clock by themselves. Later on, students can practice the time by moving the clock hands on their clocks. Students form groups and do puzzles of daily activities, when they finished each puzzle a representative expresses sentences orally about the activity shown on the puzzle. Finally, students draw their favourite daily activity and colour it.

DAY 2

The second day the teacher continues the activity, he/she asks the students to follow her to the campus of the University which is close to the school, and there he/she asks them to express

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what they can see and how they feel in contact with nature and important is it to preserve the nature. Finally, the students close their eyes and think about an activity they like doing to draw on a piece of cardboard using paints.

During the recovery moment logical mathematical intelligence is used through the use of logic to complete the series of numbers, while the linguistic intelligence is used when a student produce ideas during the brainstorm activity. During the basic moment the teacher draws the four clocks to show the students how to tell time. Intrapersonal, spatial, and body kinesthetic intelligences are developed when the students create their own clock during a practice moment and listen to the teacher telling the time while they place the clocks hands on the correct numbers. Finally, the students have the opportunity to work in contact with nature, naturalistic, where they feel free to create and produce their paintings, visual spatial intelligence.

MI PLAN No4

I JUMP HIGH!

Grade Level: 5th grade elementary school

Grade Level Goal: Students will be involved in a second language environment where they will communicate with confidence in a successful way.

Lesson Objectives: By the end of the lesson the students will recognize verbs and use them to create a song.

MATERIALS

Handouts

Flash cards

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Colors

Posters

CD

CD player

PROCEDURES

First, the teacher shows a poster to the students and asks them to identify the activities presented there and she writes them on the board during a conversation. Second, the teacher shows the students some flash cards and asks them to mime the action presented on each card. After that, the students dance with the teacher while she plays a song called “Jump up”. Then, one of the students give the hand outs of the song to his/her classmates for them to read. After that, the students get in groups and identify the actions presented on the song. As a contest the teacher advices the students to go to the board and write all the activities founded. In addition, the teacher solicits the students to write a song in groups using as many actions involved on the song as they can. Finally, the students sing and mime the song in front of the class

During a recovery moment of previous knowledge a linguistic intelligence is develop while the students express what they know and what they can see on the poster. On the second activity through a moment of motivation children use body movements to mime the actions; here a body kinesthetic intelligence is performed. Then, the students make groups and work together to find the actions presented in the song and write them on the board, cooperative learning, where interpersonal intelligence is build up. Here as a basic moment the teacher explains the students about verbs. Finally, as a moment of assessment the students grow up their musical intelligence

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by creating and performing the song.

MI PLAN No 5

A DAY IN THE ZOO!

Grade Level: 5th grade elementary school

Grade Level Goal: Students will be involved in a second language environment where they will communicate with confidence in a successful way.

Lesson Objectives: By the end of the lesson the students will recognize differences among animals and express those by using adjectives.

MATERIALS

Video from the zoo animals http://www.youtube.com/watch?v=iWAtPMsk8_Y&feature=related

Hands outs of zoo animals to color

Colors

CD player

CD

PROCEDURES

First, the teacher draws a cloud on the board, writes “zoo animals” inside, and asks the students to do the same on their notebooks. Then students close their eyes and think about the different animals they know, write their names and characteristics. Second, the teacher asks the students to read what they did while he/she writes the students sentences on the board. Third, the teacher uses the students’ examples to express the correct structure and he/she gives more

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examples. Then, a three minutes video from the zoo animals is projected and the students are free to express what they can see on the movie during the projection. Finally, this activity is complemented by asking the students to color the different hand outs and showing and describing them in front of the class.

During a previous knowledge moment the students work individually, intrapersonal intelligence, to do a brainstorming about zoo animals. Then a basic moment is called when the teacher writes and explain the students the function and location of adjectives on the board. After that, during the projection of the video the students express, linguistic intelligence, what they can see during the video. Finally, during an extension moment the children develop their spatial intelligence when they color and relate the picture with the real objects.

MI PLAN No 6

AROUND THE WORLD!

Grade Level: 5th grade elementary school

Grade Level Goal: Students will be involved in a second language environment where they will communicate with confidence in a successful way.

Lesson Objectives: By the end of the lesson the students will use short sentences to write a letter using personal information.

MATERIALS

Decorated paper

Photographs

Pens

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Cardboard

CD

CD player

PROCEDURES

First, the teacher tells the students a story about two friends who live far from each other and shows some pictures of the two friends. Second, the students are interviewed by the teacher to know if they have some friends or relatives who live far from them. Third, the teacher shows a letter written on a card board, asks the students to read the letter, and teaches the students how to write one. Then the teacher gives the vocabulary necessary to perform the activity and asks them to do it.

During a moment of motivation the teacher tells the story to the students and shows them some pictures related to the story; then he/she asks them to close their eyes, intrapersonal, and think about their friends or relatives who live far from there. In a basic moment the teacher presents a letter written in a large piece of cardboard and asks them to read it while she/he explains how a letter can be written. Then, the students write letters to their friends using the model presented on the board and read them, linguistic intelligence, in the front of the class during a moment of assessment. Finally, as an extension moment the students sing the song, musical intelligence, “Waving Flag” from David Bisbal - K`naan and express what they think about the song.



MI PLAN No 7

MY FRIENDS!

Grade Level: 5th grade elementary school

Grade Level Goal: Students will be involved in a second language environment where they will communicate with confidence in a successful way.

Lesson Objectives: By the end of the lesson the students will use short sentences to express their thoughts about a movie.

MATERIALS

Video “ The butterfly circus”

Computer

Infocus

PROCEDURES

First, teacher presents the movie and asks the students if they have ever seen this movie. Second, he/she plays the movie. During this process the children are observed in order to note their reactions. Then the students express what they feel about the movie and by the end of the class the teacher gives to each student a small stone asking them to think about the possible uses of the stone and to bring it the next day.

“The butterfly circus” is a twenty minutes movie which has a message; it talks about the gift of life and the visible and hidden talents as gifts from God. The purpose of the projection of

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the movie is to help children to realize about people differences, how special they are in spite of being disabled and their mission on earth; where existential intelligence is developed. And the purpose of having the stone is to foment the responsibility, moral intelligence^o, on children.

3.2 Applications and Results.

The first class was on Monday 14th, 2010; where the unit name was “I get up” and the main objective was to teach daily routines and the time, the class was develop on fifth grade with 44 students on the class. The teacher used a warm up where Logical mathematical intelligence was involved here he/she wrote series of numbers; with some numbers missing, on the board and then he/she asked the students to complete the missing numbers. This activity was successful because the children got active participants during this activity which took seven minutes to be performed.

Second, the teacher used the number five series to ask the students about the number of minutes in an hour, and draw a clock on the board to represent the time. Then, the teacher asked the students to remember about how to express time and the students used o’clock, quarter past, half past, quarter to describe time here Linguistic Intelligence where developed.

Third, the teacher drew the time and asked them to answer the question: what time is it? and gave clock hands to seven representatives, two to each one, and asked the students to stand up and start acting the time; here they used their body to perform this activity.

Later on, the teacher gave the students card board circles for them to draw clocks as homework asking them to do it at home by them selves. Finally, the teacher gave a small stone and asked them to think about where they can use it and to give it back for the next class.



The idea of this exercise was to awake their creativity and promote their responsibility; although this is a small stone it must have a use and somebody must take care of this, doesn't matter if this is cheap or expensive, big or small.

In other class the teacher asked the students to think about their daily activities and she used a brainstorming to organize their ideas, the students worked in an active way and they achieved a reward for their participation. They also used their bodily kinesthetic intelligence to mime those activities.

On June 15th, 2010 the teacher asked the students to form groups in order to work in a cooperative way, interpersonal intelligence. Then, she gave a puzzle to each group. This was a good activity because the students worked together and when they finished a representative went to the front part and write the action at the puzzles on the board. As an extension moment the teacher asked them to close their eyes, intrapersonal intelligence, and think about his/her relative's daily activities. After they finished, a volunteer went to the front of the class and mime an activity, bodily-kinesthetic, while their classmates tried to guess the action performed by the student using phrases such as: “She gets up”. “He has breakfast,” etc. Also the teacher also used some Math activities as a warm up, where the students participated in an active way. The purpose of this activity was to practice telling the time, in fact the teacher gave a clock and its hands to each group for the students to stick them on the wall. A student from each group was ready to listen the time and to put the clocks hands on the clock, visual spatial.

June 16th, 2010. The group went to a park close to the school. There the children had the opportunity to be in contact with nature, they said that they could see birds, trees, insects, grass, Astudillo Andrea, Astudillo Paola



etc. They felt good while they could be in the park, a different environment where to work in a non formal way. The first activity there was to close their eyes and to think about something that they like, they did so and they were ready for the second activity which was to draw and color what they thought before (intrapersonal and visual spatial). The teacher provided children with all the material, a piece of cardboard and paints, needed. They felt free to draw anything and they did, and as a result of that activity, there were many creative paintings. The next day the teacher used a video called “The butterfly circus” which is about a physical disabled person who tries to live in spite of his disadvantage. This video was used to catch the children’s reactions through and at the end of the video. They felt sad about the life of Nick Vujicic. After the movie, the children expressed messages about the movie so they built phrases such as “Everybody has talents”, “everybody can do everything” and “we should not laugh about disabled people.” Existential intelligence was developed here because it made them to think about the differences among people, to find their talents and to think about their mission in life. The teacher ended the class reminding the students that they are very special because they have different talents and that the important is to recognize and use them for doing good actions.



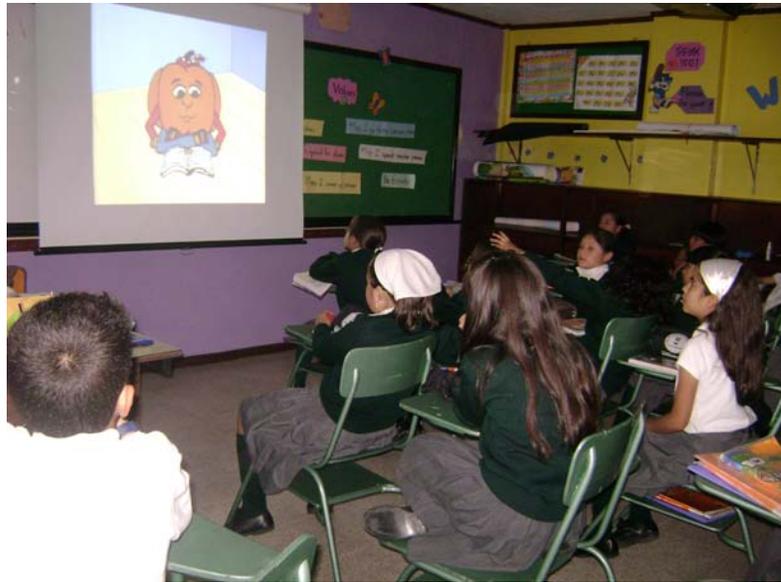
CONCLUSIONS AND RECOMMENDATIONS

This has been an interesting process because through this we have had the opportunity to actualize our knowledge and learn more during the research of the information presented here. We consider as a success the develop of this work because since the beginning we could understand the theory for later on to write them as a work presenting useful ideas for teachers to use them. The strategies presented are totally acceptable for the teaching learning process, so we can suggest teachers to use them whenever possible. During the application of this work we could realize that children like being active all the time, so the teacher should change the activities during the class and select right strategies according to each group in order to obtain more results during the different moments of learning. In fact, if the teachers understand children's differences and choose the correct activities to perform during the classes better will be the results. The strategies will help teacher to have funnier classes while they are using them. By varying the activities and the place, the class will be more attractive for the children. It's important to give enough time for them to think their answer or to perform any activity, let's remember that not all the students learn in the same way. By respecting their space, encouraging them to go further, and recognizing the student's achievements teachers could establish the difference in the teaching learning process. In fact, we suggest the present investigation work as a tool to be used for English teacher in Asunción Elementary School.



ATTACHMENTS
FIGURE 1

Linguistic Intelligence



Children watch a video and express their thoughts about it..

FIGURE 2

Body Kinesthetic



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Children use their body to act out daily activities.

FIGURE 3

Interpersonal Intelligence



Children work in groups to do a puzzle.

FIGURE 4

Existential Intelligence



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Children watch “the Butterfly Circus”.

FIGURE 5



Children draw daily activities outdoors.

FIGURE 6



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A child works in contact with nature.

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