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LENGUA Y LITERATURA INGLESA

"MULTIPLE–INTELLIGENCES BASED ACTIVITIES TO PROMOTE VOCABULARY LEARNING IN STUDENTS OF 3RD LEVEL AT ABRAHAM LINCOLN CENTER"

Trabajo de investigación previo a la obtención del Título de Licenciado en Ciencias de la Educación en Lengua y Literatura Inglesa.

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Resumen

Este estudio describe la teoría de las Inteligencias Múltiples y su impacto en la adquisición de vocabulario. Howard Gardner, psicólogo y profesor de la Universidad de Harvard cree que existen múltiples y diferentes formas de aprender. A través de esta aseveración ha creado la teoría de las Inteligencia Múltiples que afirma que hay ocho maneras diferentes de aprendizaje (Gardner 5). Este proyecto ve esta teoría como la posible solución para uno de los mayores problemas de la educación en el Ecuador: El bajo nivel de inglés en los jóvenes estudiantes por falta de vocabulario. Por lo tanto, este estudio considera la teoría de Inteligencias Múltiples como una herramienta eficaz para el aprendizaje de vocabulario, que es la base de cualquier idioma.

Como este trabajo pretende tener un impacto en el aprendizaje y la adquisición del vocabulario en los estudiantes, esta investigación lleva a cabo un estudio de caso en el que compara resultados entre una forma "tradicional" de enseñanza de vocabulario para los jóvenes estudiantes, llamado grupo de ´control´, y otra mediante el uso de actividades de Inteligencias Múltiples; este grupo es llamado ´tratamiento´. Este impacto va a ser medido por la aplicación de varias pruebas de vocabulario escrito.

Palabras clave:

Inteligencias Múltiples, Aprendizaje de Vocabulario, Educación Tradicional, Carencia de Vocabulario.

Abstract

This study describes Multiple Intelligences theory and its impact on vocabulary acquisition. Howard Gardner, psychologist and professor at Harvard University, believes that there are multiple and different ways of learning. Through this belief, he has created the Multiple Intelligences (MI) Theory, which states that there are eight different ways of learning (Gardner 5). This project looks at this theory as the possible solution for one of the biggest problems in education in Ecuador: The poor level of English in young learners due to lack of vocabulary. Therefore, this study considers MI theory as an effective tool for learning vocabulary, which is the foundation of any language.

As this work pretends to have an impact on students´ vocabulary learning and acquisition, this research carries on a case study which compares results between a "traditional" way of teaching vocabulary to young learners, Control group, and a Treatment one by using MI activities. This impact is going to be measured by the application of several vocabulary written tests.

Key words:

Multiple intelligences, Vocabulary Learning, Traditional Education, Lack of Vocabulary.

INDEX

TABLE OF FIGURES

TABLE OF APPENDICES

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Dedication

To God, Who is the only one Who never fails. His love always moves me to hope for better days to come. I have a special feeling of gratitude towards my loving life partner Roberto Chunga, whose words of encouragement have motivated me to pursue this goal. He has made many sacrifices to support me throughout this process.

I also want to dedicate this work to my dear friend Natalia Muñoz, whose love and understanding have helped me to achieve my goals. I want to express my eternal gratitude to my dear friend Kyle Pittman, who taught me all the English that I know. Finally, I am grateful to my family and friends who have supported me in the process.

Acknowledgement

I would like to express my gratitude to all my teachers, who taught me with so much

love and patience. I must to express my gratitude that they showed me not just how to

be an English teacher, but also how to be a professional with insight and judgment.

Introduction

This research project concerns the process of "learning" within the context of a formal educational environment in Ecuador. The purpose of this thesis is to ultimately compile and present a booklet concerning the promotion and development of vocabulary learning for adolescents from 12 to 16 years old within the context of Multiple Intelligences (MI). This compilation follows a considerable study of the most prevalent intelligences regarding vocabulary acquisition strategies within the school-age population. This study also includes activities that are tailored to the three most prevalent student intelligences in the classroom, in order to compare results of vocabulary impact due to MI.

The overall goal is to offer insight and guidance on improving teaching methods centered in students´ needs and abilities that can improve the educational system in order to elevate English vocabulary level on students throughout the country. This research paper expects move the country forward in educational effectiveness. Students will be more competitive and will possess more opportunities for real world development.

This work consists of five chapters on how Multiple Intelligences have influenced the vocabulary learning and acquisition on students. The first chapter addresses the current situation of English learners in Ecuador. This section analyzes how vital vocabulary learning is in the acquisition of a second language, emphasizing the importance for research regarding vocabulary acquisition in second language learning.

The second chapter presents a summary related to the multiple intelligences theory. It explains what this theory is about and how the different intelligences work. Moreover,

the chapter explains which activities are more suitable for various types of students. Nevertheless, it is important to take into consideration arguments that are in favor of and against MI theory. Both sides are considered in this chapter. In this way, the section establishes a meaningful background for the present study.

The methodology is presented in the third chapter of this research. It includes an explanation about how the case study is executed.

The results of this study are presented in the fourth chapter, which includes visual graphics (i.e., charts) to visualize how data were collected and analyzed from various tests and interviews. By means of these charts and figures, it is easy to follow the whole learning process.

Lastly, the final chapter renders the results of this study in conjunction with its original objectives, including answering the research question regarding whether or not Multiple Intelligences influence the students' ability to learn and acquire vocabulary. Additionally, an unexpected result is found in this section.

CHAPTER I

The Problem

1.1 Topic

Multiple-Intelligences Based Activities To Promote Vocabulary Learning.

1.2 Description of the Problem

According to a study carried on by the Education First International Language Centers in 2012, Ecuadorians, as a group, have a very poor level of English proficiency. Among 54 countries, Ecuador was placed 43rd in the advancement and comprehension of the language (Beltran). Also, Maria Isabel Cruz, secretary of SENESCYT made public by means of El Telégrafo newspaper that the students´ average level of English is a low score of 13/20. This is one of the lowest testing levels in Latin America, which shows a low level of English sufficiency across the country.

Why do students spend 12 years of their life studying English in school and end up not learning it? In an interview for Edutopia magazine, Professor Howard Gardner explains:

> There is now a massive amount of evidence from all realms of science that unless individuals take a very active role in what they are studying, unless they learn to ask questions, to do things hands on, to essentially recreate things in their own minds and transform them as needed, the ideas just disappear. The student may have a good grade on the exam, we may think that he or she is learning, but a year or two later there is nothing left.

1.3 Hypothesis

The use of Multiple Intelligence activities improves students´ vocabulary in a significant and meaningful manner.

Independent variable: A vocabulary list and activities that are planned to be taught at the 3rd level of Abraham Lincoln Center.

Dependent variable: The improvement of vocabulary in third level students measured by means of the use of multiple intelligence activities[1].

1.4 Justification

In 1984, Dr. Howard Gardner introduced his concept of intelligences based on his Multiple Intelligences theory (MI). Since then, different studies have been conducted concerning the impact this theory has had on education. Research in Linguistics continues to be limited and an area of great need in Ecuador.

In classrooms, for example, the traditional way of teaching English still predominates. Teaching is based on a textbook and includes presenting mechanical listening tasks which students are expected to listen to in order to complete worksheets and exercises as part of their learning process.

Notwithstanding, as the students have different intelligences and perspectives, they do not often feel connected with what is being taught. Because of this issue, English is not relevant for them. Therefore, it is necessary to consider presenting innovate classes

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[1] Factors such as; structure, fluency, and comprehension are taken into consideration as items to be graded in tests.

which include the integration of a greater number of students´ intelligences. As a result, students in Ecuador will master the English language at diverse required areas and contexts.

Although many years have already passed since the theory of multiple intelligences was first presented, there is insufficient subsequent information about practical activities that apply these intelligences. They do not work independently. On the contrary, at the human level, the intelligences constantly interact among them. For example "a successful dancer must combine musical, spatial, and bodily-kinesthetic intelligence" (Armstrong 189).

1.5 Objectives

1.5.1 General Objective

- To study the impact of Multiple Intelligences on students´ vocabulary learning as this is the main objective of this research (i.e. to promote and develop vocabulary learning in young learners).

1.5.2 Specific Objectives

- To design activities based on the three most predominant students´ intelligences in the classroom (discussed in more detail later). It is important, however, to consider other intelligences that exist in the classroom in order to not leave out any student. Otherwise, it would be unfair to students who do not possess one of the predominate intelligences.
- To compare results to find out whether or not MI had an impact on students' vocabulary by means of a Control group and a Treatment one.

- To compile a booklet that will be gifted to Abraham Lincoln Center encompassing all the activities that were applied in this study.

In order to have a better understanding of how Multiple Intelligences work in human beings, a short review concerning MI follows in the next chapter.

CHAPTER II

Literature Review

Vocabulary is the foundation of every language. Students need to learn a sufficient amount of vocabulary in order to understand a language structure and be able to articulate properly. Dr. Keith Folse explains that it is important to have a vocabulary foundation in order to be able to understand vocabulary context. In her book *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*, she explains, "if the learner does not know a large number of words, then there is no context to use for clues" (5). The success of teaching English vocabulary effectively is certainly challenging in any case. Most students simply memorize vocabulary for an exam, while later the new words are forgotten. For that reason, it is important to investigate the best way of teaching vocabulary.

One of the most famous theories about the learning process is that of Multiple Intelligences. In an interview for *Edutopia* on line magazine, the creator of MI theory explained:

> It's a theory that was developed to document the fact that human beings have very different kinds of intellectual strengths and that these strengths are very important in how kids learn and how people represent things in their minds, and then how people use them in order to show what it is that they've understood (Gardner).

2.1 Dr. Howard Gardner´s Theory of Multiple Intelligences

The theory of multiple intelligences was developed by Dr. Howard Gardner in 1984. According to Gardner, what is called "intelligence" is not something unitary or general that can be "measured" in a paper test and qualified with a number. On the contrary,

Gardner proposes in the book *Frames of Mind* that there is not a single intelligence but eight different ones (15).

Gardner affirms: "human beings are better described as having a set of relatively autonomous intelligences" (7). These intelligences domain different parts of the brain. All people possess all intelligences. However, some are more conspicuous than others. This has a deep impact on education. In the past, through the I.Q test, a person was labeled as "intelligent" and he or she was "destined" to success or fail academically. On the contrary, Gardner´s theory claims all people are intelligent, but this "intelligence" is stronger in certain domains. Knowing this aspect helps us appreciate the uniqueness of each person.

In his book, *The Unschooled Mind*, Professor Howard Gardner explained:

> We are able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, and the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences the so-called profile of intelligences and in the ways in which such intelligences are involved and combined to carry out different tasks, solve diverse problems, and progress in various aspects (12).

In an interview for *Edutopia* on line magazine, Howard Gardner explains: "The type of education, which treats everybody the same way, is actually the most unfair education. Because it picks out one kind of mind, which I call the law professor mind - somebody who's very linguistic and logical - and says, if you think like that, great, if you don't

think like that, there's no room on the train for you." For this reason, a teacher must take into consideration the variation that exists in the classroom when he or she instructs a class.

Ana Maria Serrano, in her book called *Inteligencias Multiples y Estimulación Temprana: Guía Para Educadores, Padres y Maestros* quoted an example that Thomas Armstrong exposed in one of his books. The example follows, a group of animals that decided to attend a special school. The curriculum contained some challenging sports requiring abilities such as, jumping, running, flying, climbing and swimming. An eagle passes the flying class, but could not pass the running one. For that reason, she felt frustrated and not capable of doing anything. So, she did not want to fly again. The bunny was excellent as a runner, but he could not pass the swimming class, so he felt stupid. As a result, he didn't want to run again. The situation and feeling had the other animals (17,18).
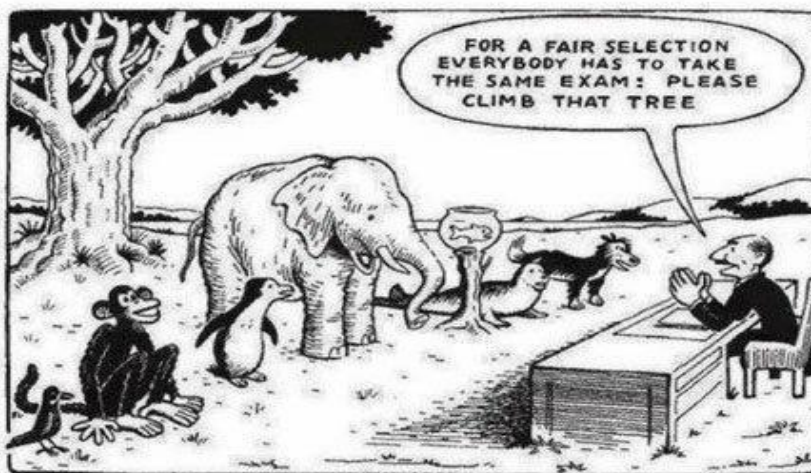
Figure 1: Our Education System
Source: University of Cuenca website

This fable shows how a curriculum which is not adapted to students´ intelligences can significantly damage their self-esteem, and have a negative impact on their lives. The first step in order to prevent such permanent damage is to recognize how the different intelligences work.

2.2 The Eight Multiple Intelligences identified by Dr. Howard Gardner

They are categorized as follows:

2.2.1 Logical-Mathematical Intelligence (Number/Reasoning Smart)

In the book *Frames of Mind: The Theory of Multiple Intelligences*, Gardner explains t that people with Logical-Mathematical intelligence find it easy to uncover hidden patterns, reason, and think analytically (136) some activities that are suitable for mathematical people are:

Translating concepts into mathematical formulae

- Solving problems out loud

- Contriving strategies for making games

- Solving grammar pattern games

- Dealing with cause and effect activities

- Coming up with hypothetical stories

- Solving logic games, among others.

According to Dr. Lloyd Dawe, people learn in a better way if they do it by deductive reasoning. Essentially, this is the ability to think in a logical-mathematical way (2). Students will enjoy their learning process by activating their imagination, insight and using their previous experience with the language. When patterns and structures are

mentioned in language, it is not possible to ignore grammar. Vocabulary cannot be independent from grammar. A word can have one meaning in a certain position within a sentence, and have a completely different meaning in another part of the sentence. For example, the word "watch" can work as a noun, such as a small "clock worn on your wrist." However, the same word can be used as a verb. Then, the meaning of it is to "look at." For this reason, it is important to not only present a list of words, but also, to emphasize where and how they should be located in order to use the vocabulary correctly.

2.2.2 Spatial Intelligence (Picture Smart)

According to the book *Frames of Mind*, picture smart people have a great disposition for working with shapes, figures, colors and structures. Spatial people are very aware of their surroundings. They are able to visualize in their mind representations, objects, and spaces from different angles and shapes (Gardner 179). Some activities that are suitable for this kind of students are:

- Graphic Organizing

- Graphic Design

- Explaining Charts

- Photography

- Creating Collages

- Art work such as: drawing, coloring, painting, sculpting, among others.

In terms of learning vocabulary, these kinds of people are good at "manipulating" the letters of words. For example, by using *play dough*, students are able to "give shape" to

the different letters of a word. This activity allows students to visualize letter shapes and forms (Ortiz 86)

2.2.3 Bodily-Kinesthetic Intelligence (Body Smart)

In the book *Frames of Mind*, Gardner explains that body smart people learn better by acting or doing something that involves physical motion. These kinds of students can communicate well through body movements (218). They enjoy to be taught by means of physical activities such as:

- "Simon says"

- Mimes

- Roles plays

- Sequence of movements to explain a term

- Choreographing a dance, among others.

There are some theories that support the idea that movement is important in the learning process. For example, the well-known Total Physical Response theory (TPR) addresses this. This method was developed by James Asher. He proposed the use of physical movements in order to help memory, and to store and recall information (Richards and Rodgers 74). This research proposes that a way to help students to memorize vocabulary is by using sign language in spelling words.

2.2.4 Musical Intelligence (Music Smart)

These kinds of learners learn in a better way by means of rhythms. People who possess this intelligence trait are very sensitive to sound patterns and pitches. They can easily remember songs or melodies. Musical people prefer to study with music in the

background (Gardner 106). For these kinds of students, the following activities are the ones that they will enjoy the most:

- Speaking rhythmically

- Chanting chorus of the songs

- Being taught using lyrics of songs

- Playing musical instruments, among others

Stress and rhythm are key components of good pronunciation. For instance, in the American Heritage dictionary, stress is defined as "the relative force with which a word or a sound is spoken" (Houghton 814). In other words, it is the accent placed on a sound or syllable by pronouncing it more loudly or forcefully than the sounds next to it, "not taking into account the stress in a word can completely change the meaning of it" (Youman 70). English is a language composed by stress and unstressed syllable patterns. These patterns produce what is called rhythm. This has a great importance in communication "because English speakers appear to store vocabulary with stress patterns, so a stress mistake can throw the conversation off track, especially if the speaker's control of the English vowel sounds is uncertain" (Trubon 38).

Fomenting musical intelligence in students will help to develop the key elements mentioned before, in order to develop accurate pronunciation.

2.2.5 Intrapersonal Intelligence (Self-Smart)

This intelligence trait shows sensitivity to introspection and critical self-analysis. Self-smart people are good at understanding their own interests and goals. However, they tend to enjoy individual activities. At times, they might be considered as shy away from others and perfectionistic. Intrapersonal students are mostly independent learners. They

prefer to be taught through self-reflection, and independent analysis (Gardner 252). For this reason, self-smart students enjoy certain activities such as:

- Self-assessment of activities

- Creating diaries

- Managing self-directed projects

- Explaining personal points of view

- Creating personal stories

- Analyzing individually how a principle works, among others

Interpersonal intelligence for young students should be promoted in the classroom, because in this way, students will become independent learners. This is a valuable quality that will help them keep learning and acquiring vocabulary throughout the rest of their lives. To become independent learners is a success that will help students not only in English, but also in other academic aspects (Armstrong 91).

2.2.6 Linguistic intelligence (Word Smart)

Linguistic people show a natural talent for spoken and written language. They can use words in a skillful way. "Word" people have a natural ability to use words in order to express emotions, create poetry, write essays, etc. (Gardner 78). In the classroom, it is important to emphasize verbal interactions, jokes, word games, and stories (Armstrong 84). An educator might believe that these kinds of learners will succeed in languages; however, this is not necessarily the case.

Unfortunately, traditional education relies on the teacher as the owner of ´the word´. This means the teacher is the only one who expresses his or her thoughts in class. There are few opportunities for students to talk and use the language freely inside the

classroom. This type of environment limits verbal linguistic individuals. Grety Gonzalez in her book "*Inteligencias Múltiples en el aula*" presents some alternatives that teachers can use in order to promote linguistic intelligence.

- Reading stories, tales, and biographies out loud to students.

- Creating stories.

- Reciting a personal outstanding experience.

- Reading and memorizing poems.

- Organizing discussions and debates in the classroom.

- Conducting interviews, especially in order to encourage students to formulate questions in a correct manner.

- Dramatizing stories.

Note that people with this intelligence characteristic have the Brocca area of the brain more developed (Serrano 38).

2.2.7 Interpersonal Intelligence (People smart)

Interpersonal intelligence is the ability to communicate with others. People with this intelligence are skillful in their ability to perceive others´ feelings, motivations and reactions. They can "read" verbal and non-verbal reactions such as; moods, motivations, intentions, facial expressions, etc. In this way, people smart individuals can react properly according to people´s needs (Armstrong 7). For this reason, they have great social sensitivity because they are more aware of others´ feelings, showing empathy in a greater way. As "people smart" can easily perceive how others feel and react, they can also influence and persuade people. They are natural "leaders" and like to work in-

group teams. In the classroom, according to Gardner, people smart individuals enjoy group activities, debates, dialogues, among others as fallow: (Gardner 254).

- Role playing

- Debates|

- Group projects

- Talking about experiences

- Peer review

- Games in groups

- Discussions about local or global problems

According to Gardner, quoted by Serrano, the part of the brain that controls interpersonal ability is the frontal lobe (Serrano 40). To develop this area of the brain will help students to have more confident interaction. This factor is a key component in order to develop fluency, which is crucial in effective interaction (Trubon 71).

2.2.8 Naturalist Intelligence (Nature Smart)

Most of the people in this group are interested in nature. Naturalistic people have a special ability to connect with animals and plants. Nature smart people have a great predisposition to explore the environment, and they can easily identify and classify patterns in nature (e.g., flora and fauna) (Armstrong 9). Activities that a naturalistic person can enjoy include:

- Videos about nature

- Outside activities

- Care for pets and gardens

- Nature walks

- Classifying animals and plants, among others.

2.2.9 Indictments to MI Theory

One of the strongest criticisms about Gardner's theory, however, is that it is based more on reasoning than on the result of studies. At the same time, Gardner affirms in his book *El Desarrollo de la Educación y la Mente* that he has read many studies that support his theory (Gardner 87). The following are two of those studies that have been carried out in two different countries.

First, Marjorie Hall Haley, professor in George Mason University, USA, conducted a study in which ten teachers participated from three different countries and eight states. The study included 650 foreign and second language learners in grades K-12. The result of applying multiple intelligence activities in the classroom was positive. At the end of the study, both teachers and students agreed that "the way information is presented and the choice of instructional strategies can affect students´ learning, their attitudes and the environment" (2).

The second study was conducted at Bournemouth University, England, and clearly demonstrated how the use of multiple intelligences can affect the self- confidence of students. In the study, six mentors participated together with six students for a nine day period. During the study, the mentors taught students how to learn using MI (multiple intelligences). At the end of the period, the study verified a 63% competency improvement for the students, accompanied by an acute awareness among the students that this progress had taken place (Colleen 40).

Another indictment about the theory of multiple intelligences is that it is not considered a "legitimate theory" because there are not specific tests to measure the seven

intelligences. On this point, Gardner argues that a singular psychometric approach to measure all intelligences based on paper and pencil test is too limiting. Instead, Gardner recommends that every intelligence should be tested in its own unique way. For example, spatial intelligence might be assessed by asking people to construct a three-dimensional model of their home (24).

Some physiologists and educators decry MI theory. They argue that Gardner's definition of intelligence is too broad, and what he calls "intelligences" are mere talents, personality traits, and abilities. Nevertheless, it is important to point out that a concrete and unique definition of "intelligence" has not yet been completely established, since the function of the human mind is too complex (Armstrong 190,191).

In conclusion, there are some strong criticisms against MI theory. However, there are some studies that affirm that the MI approach really works. For that reason, this project will analyze the impact of MI on English learning, specifically regarding vocabulary learning. This investigation will pay special attention to the most common intelligences that have been found within the classroom. These intelligences are: Verbal-Linguistic, Naturalistic, and Interpersonal.

CHAPTER III

Methodology

This study applied a hypothetical deductive methodology which intended to find a solution to the low English level in young learners due to lack of vocabulary through an indepth examination of one of the most important educational field theories in this century: the Multiple Intelligences (MI) Theory. Specifically, this research intends to measure the impact that multiple intelligence activities has on vocabulary acquisition in second language learners. Data collected during the investigation was analyzed in a quantitative way.

3.1 Population and Sample

The treatment was administered to a non-random convenient sample group of 10 young learners whose ages ranged from 13 to 17, and attended a regular 3rd level course in the afternoons at Abraham Lincoln Center, ALC. Results were compared with another group of the same level whose ages range was the same. The Control group had 11 students.

Treatment Group

Sample	Number	Total
Students	Male: 2 Female: 8	10

Source: Abraham Lincoln Center

By: Pamela Peralta

Location: Abraham Lincoln Center

Duration: March 31 to May 8th   (6 weeks, 6 hours per week)

The Abraham Lincoln Center Administrative authority agreed to housing a study regarding MI activities affects vocabulary learning acquisition on campus. Students were informed about the project and asked to participate in it. It was made clear that this will not interfere with the scheduled learning program established by the institute. Also, students were informed that their participation in this project will not influence students´ grades in any way. They were freely invited to cooperate and participate in the investigation. The benefits of their participation were explained as follows: a) to determinate their types of intelligence and b) to explain how to take advantage of their intelligences in the learning process. This factor served to motivate the students to eagerly participate in this research. They each signed a written consent paper stating that they accepted to be part of this study. In order to avoid confusion the consent form was clearly written in Spanish (see Appendix 1).

The book *Second Language Research Methodology and Design* explains the importance of anonymity. The authors warn that not maintaining proper confidentiality might "have implications for how other teachers perceive them [students], and consequently might have an impact on their grades and letters of recommendation" (Mackey and Grass 28). For this reason, students were identified by using special codes.

3.2 Data-Processing Planning

To determinate whether multiple intelligence activities had an impact or not in students´ vocabulary acquisition, the Treatment group attended classes using MI activities for learning vocabulary over a 6 week period, 6 hours per day. The intervention started on March 31st and finished on May 8th. The Control group, however, received classes in

accordance with the teacher´s curriculum. Both groups were taught the same contents within the same period of time.

The outcome was analyzed in a quantitative and qualitative way by means of written interviews regarding the level of students´ motivation. Also, tests and pop quizzes were given in order to check comprehension and use of vocabulary.

3.3 Data-Gathering Instruments and Techniques

The data was gathered using a total of: twelve vocabulary tests, two surveys, and two Multiple Intelligences Tests . Before starting to teach each lesson, a vocabulary pre-test was applied to the students. This was administrated in order to find out the individual student´s vocabulary level, that is to say, how much vocabulary the students already knew. At the end of each unit, a post-test was applied (see Appendices 5 to 12). The post-tests were conducted as pop quizzes to the students. The goal was to measure how much new vocabulary students could recall without preparing themselves for a formal test. These vocabulary tests were administred to both groups.

At the end of the treatment period, a final test which assessed students´ fluency, comprehension, vocabulary use , and pronuntiation was given to the students in both groups. The test had open questions related to topics previously learned in the course. So, it was expected for the students to use the vocabulary learnt in the course to answer the questions. This test was considered by the ALC academy as the Oral Mid-Term exam (see Appendix 13). The test was applied to both groups in order to compare and contrast the differences in MI students and those studying under the "traditional" way of teaching.

In addition, a pre-test centered on multiple intelligences was applied to the students in the Treatment group (see Appendix 2). This test had as a main goal to identify predominant intelligences in the classroom. At the end of the 6 week period, the same MI test was applied in order to check if the activities presented in class had any impact or modification on students´ intelligences. The test was designed by Jeanne Gibbs. It can be found in her book called *Discovering Gifts in Middle School* (169). The same test was applied to the Treatment group at the beginning and at the end of the treatment period.

Moreover, two short surveys, one at the beginning and one at the end of the 6 week period were administrated to the students in the Treatment group (see Appendices 3 and 4). The first survey targeted students´ attitude**s** towards learning English, their motivations to attend the course, and what students had heard about the Multiple intelligences theory (see Appendix 3). At the end of the treatment period, a second survey was conducted to the same students. This was similar to the first one, except for the objective which tried to find out if there was any change in the students´ attitude**s** towards learning English, and how students think MI activities had helped their learning process. The results of each test are presented in charts in chapter four of this study.

3.4 Quantitative Data Collection

According to the textbook *Second Language Research Methodology and Design* by Allison Mackey and Susan M. Grass "quantitative research generally starts with an experimental design in which a hypothesis is followed by the quantification of data and some sort of numerical analysis is carried out"(2).

Following this procedure, in each unit section of the textbook a vocabulary pre-test and a post- test were applied to both groups (See Apeendices 5 to 12). Those tests contained multiple choice questions about vocabulary of each unit. The results were used only for the analysis of the investigation, and these results did not affect the students´ course grades. The tests were anonymous in order not to make students feel pressure about grades at the end of the tests.

The Multiple Intelligence tests had multiple choice questions. They were chosen in this manner in order to collect -the data into groups and simplify the review process.

3.5 Qualitative Data Collection

At the end of the study, the Treatment group answered question regarding how MI activities had affected in vocabulary learning. The question was an open one, and students were allowed to answer it in their own native language, Spanish.

3.6 Data Analyses

Data will be tabulated by using charts to show the comparison and contrast of the results between the Treatment group and the Control group. Finally, the analyses and interpretation of the charts will determine to what extent the use of Multiple Intelligence activities are useful to foster the acquisition of new vocabulary.

All the Multiple Intelligence activities will be compiled in a booklet which will be gifted to Abraham Lincoln Center at the end of the whole process.

CHAPTER IV

Results

This research took place at Abraham Lincoln Center, which is an English Institute in Cuenca, Ecuador. Students were grouped by educational levels. The students were aged 12 to 17. Students were grouped without taking into consideration their respective types of intelligences. At the beginning of the study, a Multiple Intelligences (MI) test was administered in order to determine the different intelligences that existed in the classroom. It was found that the most predominant intelligences were: Linguistic, Interpersonal and Naturalistic.

Initially, it was assumed that students who were "linguistic" would be "naturally gifted" to learn a new language. However, that was not the case. Some of the students attended the institute only because they had low grades in English. At this level, students did not speak in English as they used to speak only in Spanish; indeed, they showed a certain resistance to speak in English. They felt incapable to do so. This was a result of past "negative experiences" with the language, such as failing an English test, getting low grades, or their own personal misconceptions about their "abilities", which led them to feelings of discouragement.

4.1 Multiple Intelligences Tests

A Multiple Intelligence Test designed by Jeanne Gibbs was administrated to the students of the Treatment group on different dates. The first one was administered at the beginning of the study (on March 31st) while the second one was administered six weeks later (on May 8$^{th)}$ at the end of the study. The following are the results:
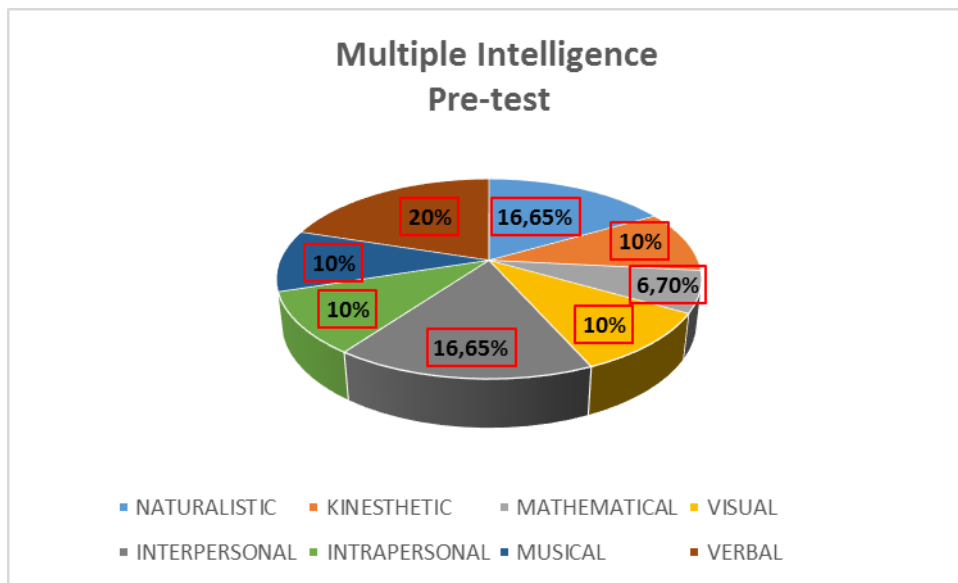
Figure 1
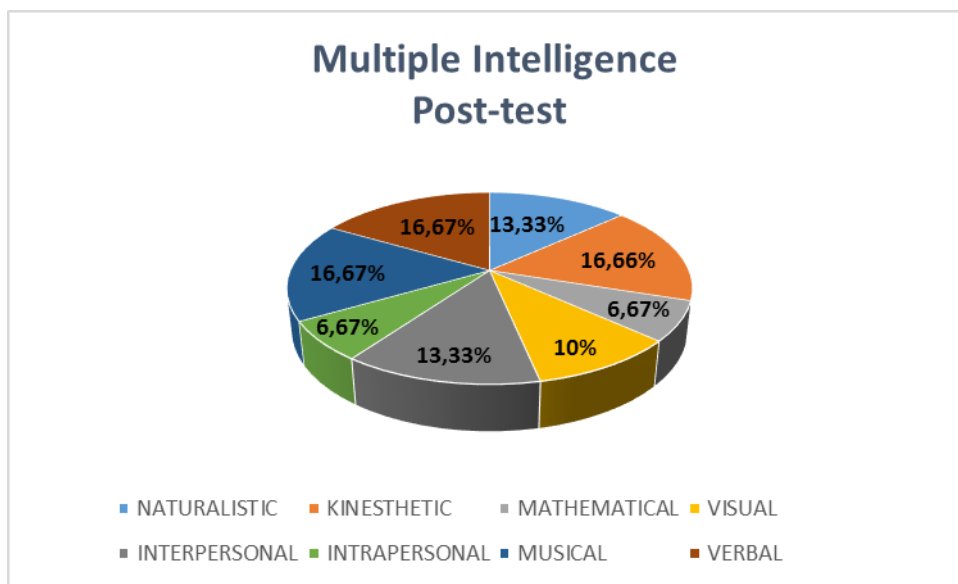
Figure 2

The above graphs show how Multiple Intelligences varied in students after the treatment period when they were exposed to different types of activities. At the beginning of the study, the most predominant intelligences were Verbal (20 %), Naturalistic (16,65 %), and Interpersonal (16,65%). However, at the end of the research the most predominant

intelligences were; Verbal (16,67 %), Musical (16,67%) and, Kinesthetic (16,67%).

These results show that verbal intelligence remained the predominant intelligence.

However, Naturalistic and Interpersonal intelligences slightly decreased in frequency

(3%).

4.2 Vocabulary Tests

Every week, vocabulary pre- and post-tests were applied to students in both groups

(Control and Treatment). Pre-tests were administered at the beginning of every

vocabulary section. Post-tests were applied after preforming the planned activities

designed to develop diverse multiple intelligences. As it was previously mentioned,

students did not write their names on the tests, in order to keep the anonymity. All of the

tests were graded using a rubric of eight points.

The following chart shows the score range:

7-8 points	*Excellent*
5-6 points	*Good*
4 points	Regular
3-2 points	*Bad*
1 or less	*Low*

The weekly results were as follows:

4.2.1 First week: March 31st to April 3rd

The following chart shows the average grade of the class comparing the results of the Treatment group and the Control group. The tests had a maximum possible score of 8 points.

Score Range	
7-8 points	*Excellent*
5-6 points	*Good*
4 points	Regular
3-2 points	*Bad*
1 or less	*Low*
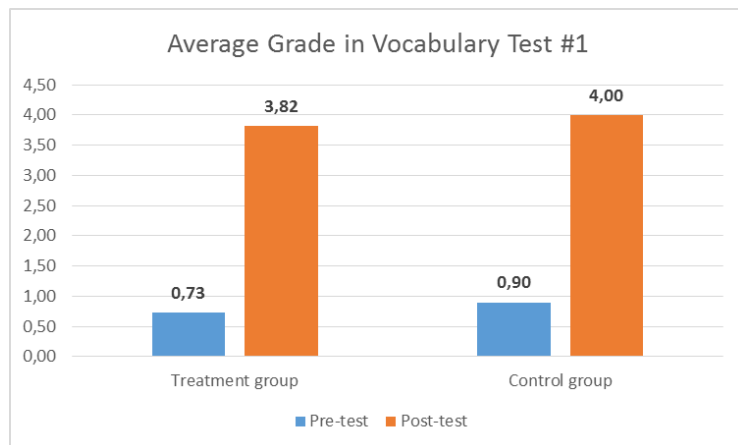
Figure 3

Treatment group scored 0,90/8 in the pre-test, and 4/8 in the post-test. The Control group scored 0,73/8 in the pre-test, and 3,82/8 in the post-test. In the pre-test, there is a slight difference of 0,17 points between the groups, with both groups got a low score. Almost the same difference between grades is found in the post-test (0,18 points). However, the Treatment group reached a regular qualification (4 points), while the Control group still obtained low score. In conclusion, during the first week, there is almost no difference between the Treatment and the Control group in the average class grade.

The following charts show the difference between the pre-test and the post-test per student in each group:
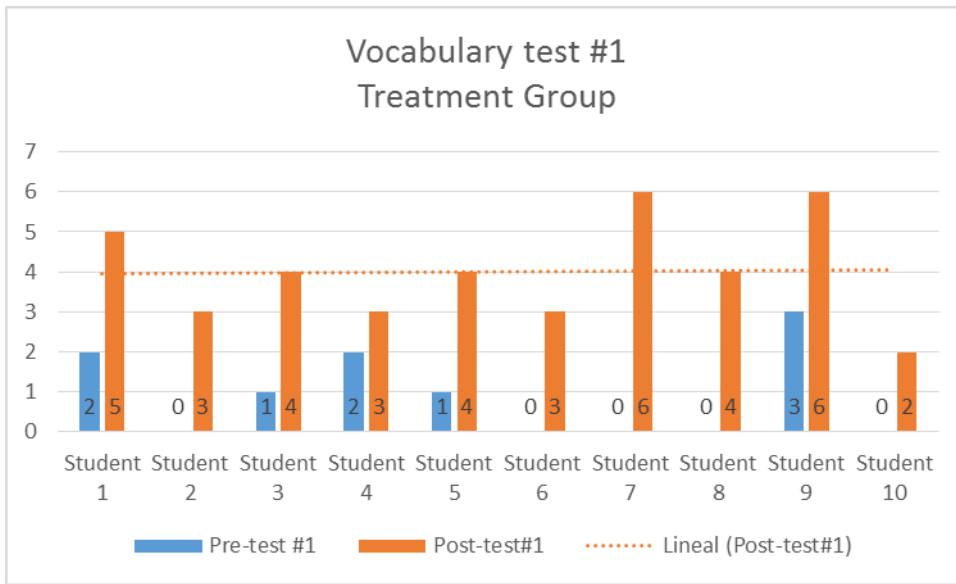
Figure 4

Figure 5

As can see in the charts, 6 out of 10 students in the Treatment group reached a regular grade or higher. Meanwhile, just 4 out of 11 students in the Control group got a regular grade or higher. Looking at the scores of individual students is important because the Control group's average performance was skewed by a small number of high-achieving

students. Examining trends in individual scores helps us to see that the Treatment group had a more homogenous improvement than the Control group.

4.2.2 Second week: April 7th to April 10th

The following chart shows the average grade achieved by the Treatment group and the Control group. The tests had a maximum possible score of 8 points.

Score Range	
7-8 points	*Excellent*
5-6 points	*Good*
4 points	Regular
3-2 points	*Bad*
1 or less	*Low*
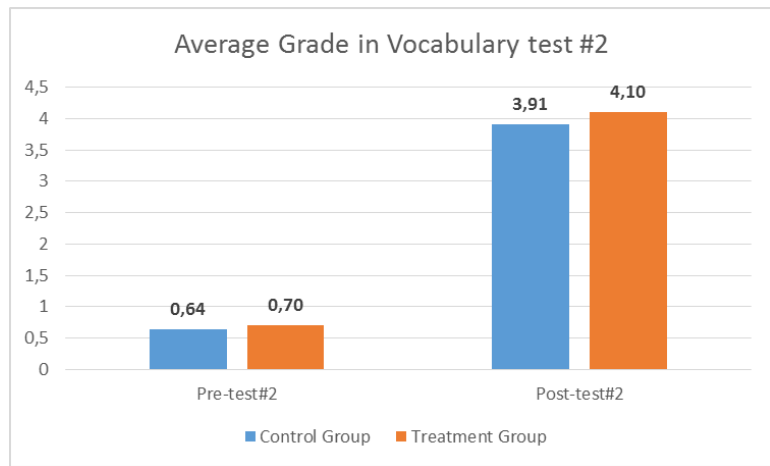
Figure 6

There is almost no difference between both groups in the pre-test. They both got low scores. The same difference between grades occurs in the post-test. The difference between the two groups is just 0,19 points. The Control group scored 3,91 while the Treatment group scored 4,10 out of eight possible points. Thus, there is no a significant difference between both of them.

The following charts show the difference between the pre-test and the post-test per student in each group.
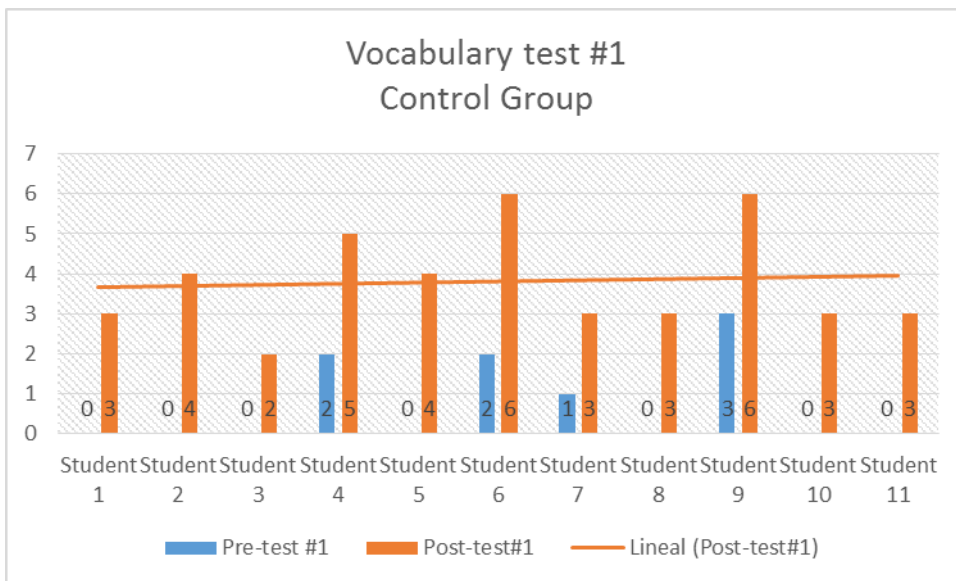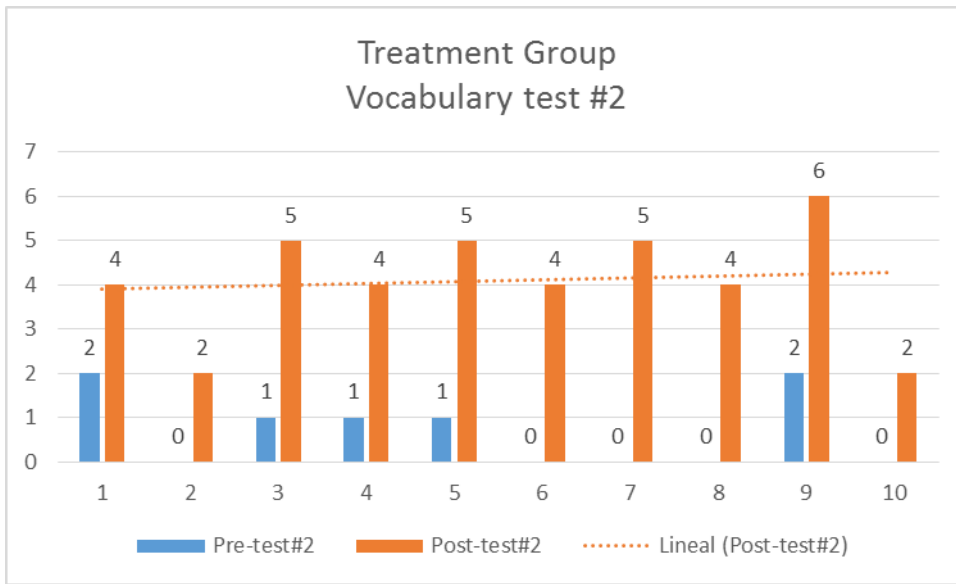
Figure 7

Figure 8

As shown in the above charts, 8 out of 10 students in the Treatment group reached a regular grade or higher, while only 5 out of 11 students in the Control group reached a regular grade or higher. This indicates that the students´ vocabulary improvement in the Treatment group was more homogenous than in the Control group.

4.2.3 Third week: April 14th to April 17th

The following chart shows the average pre-test and post-test scores for the Treatment group and the Control group. Each test had a maximum score of 8 points.

Score Range	
7-8 points	*Excellent*
5-6 points	*Good*
4 points	Regular
3-2 points	*Bad*
1 or less	*Low*
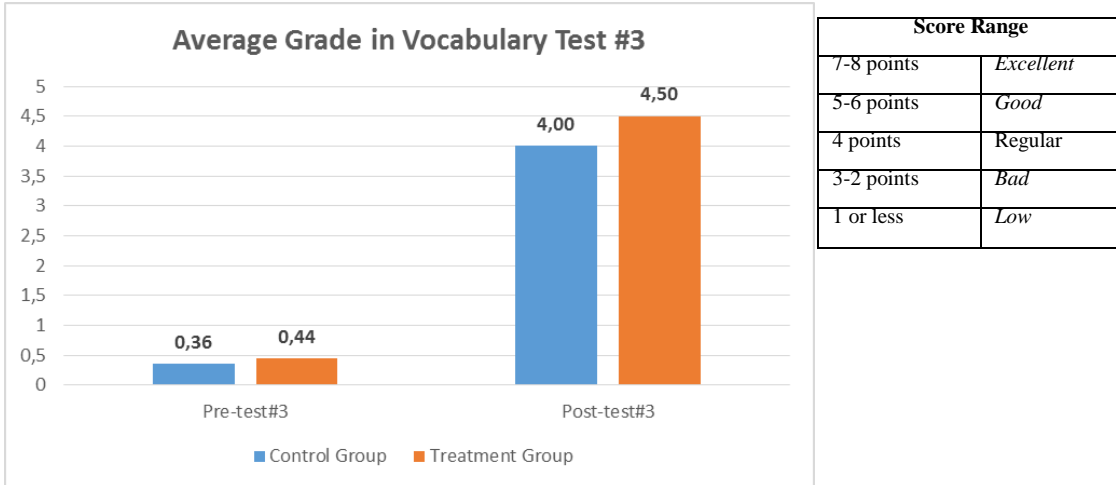
Figure 9

In the pre-tests, there is almost no difference between both groups. They both got low grades. The difference between the two groups is 0,50 points. In the post-tests, however, the Control group's average score was 4,00, while the Treatment group averaged 4,50 out of eight possible points. Both reached a regular grade.

The following charts show the difference between the pre-test and the post-test performance for each student in each group.

Figure 10

Figure 11

In the Treatment group, 8 out of 10 students (or 80%) reached a regular grade or higher, while in the Control group just 7 out of 11 students (or 63,63%) got a regular grade or higher. In conclusion, the Treatment group had more students with better grades than the Control group.

4.2.4 Fourth week: April 21st to April 24th

The following chart shows the average grade obtained by each group. The tests had a maximum possible score of 8 points.

Score Range	
7-8 points	*Excellent*
5-6 points	*Good*
4 points	Regular
3-2 points	*Bad*
1 or less	*Low*

Figure 12

As it is shown in the above figure, there is almost no difference between both groups in the pre-test. They both got low scores. The pre-test difference between the two groups was 0,04 points. In the post-test, the Control group scored 4,47, while the Treatment group scored 5,10 out of 8. The Control group reached a regular qualification, while the Treatment group scored noticeably better.

The following charts show the difference between the pre-test and the post-test per student in each group.
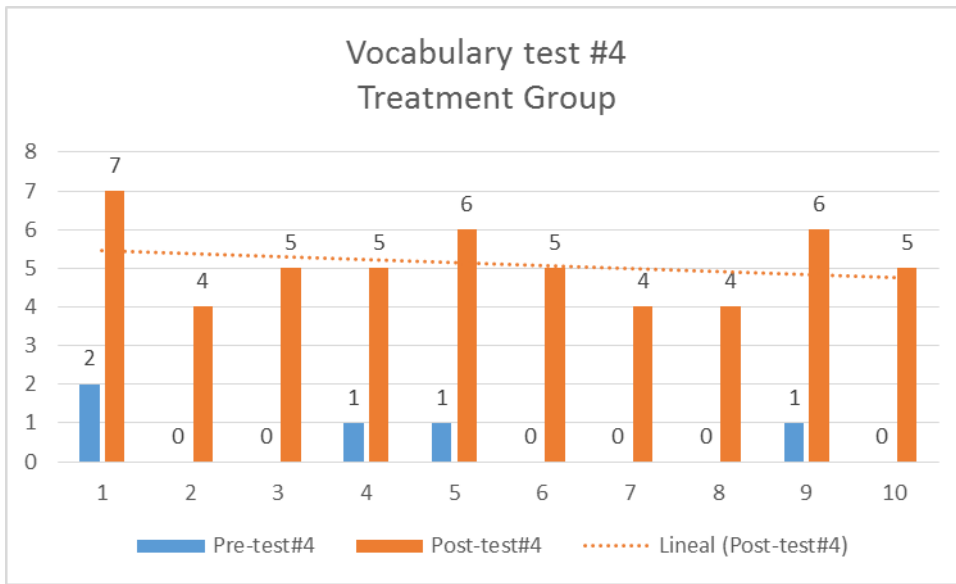
Figure 13
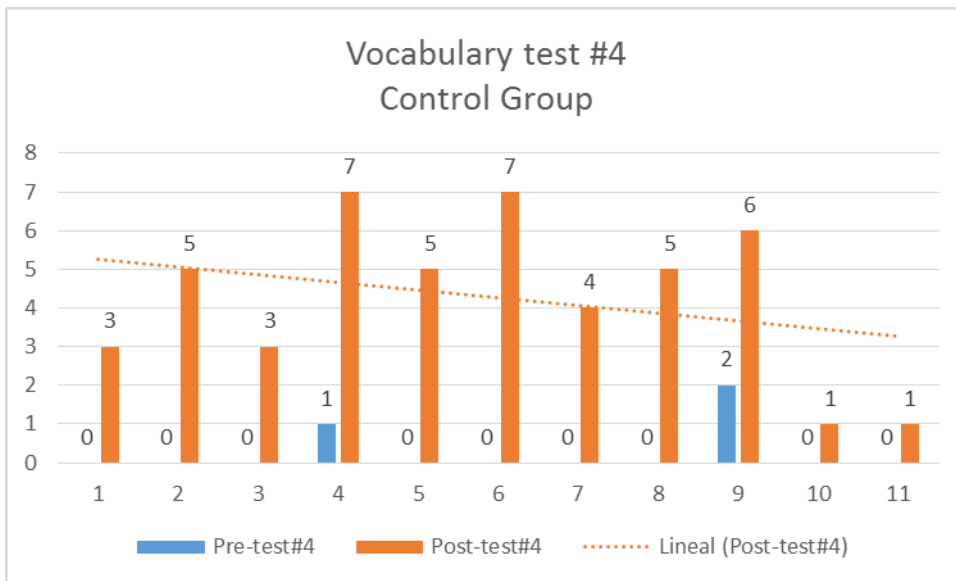
Figure 14

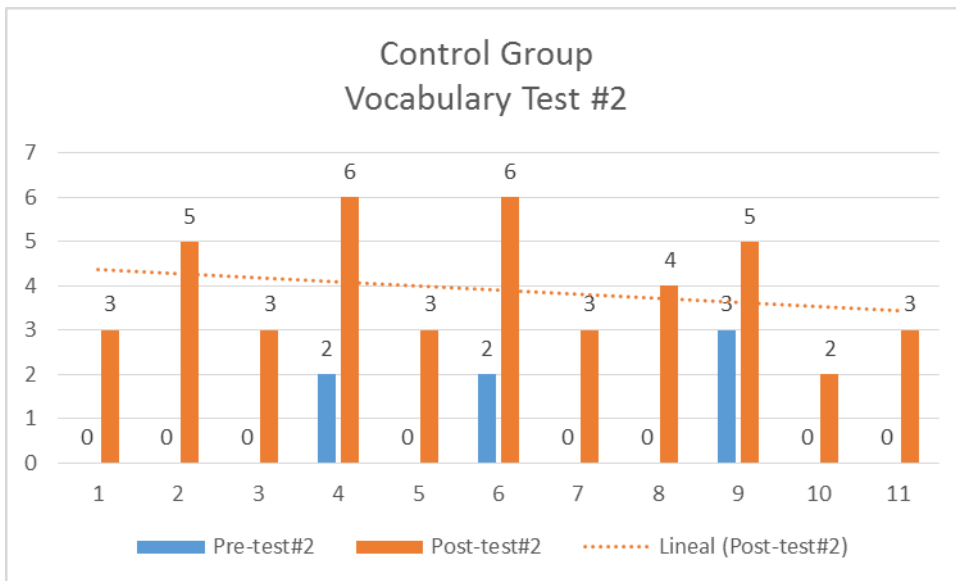In the Treatment group, all of the students reached a regular grade or higher, while in the Control group 7 out of 11 students obtained a regular grade or higher. The rest of the group earned low or poor scores. In the Control group, the gap among students´

grades is obvious. On the contrary, in the Treatment group all students got at least regular scores.

4.2.5 Fifth week: April 28th to April 30th

The following chart shows the average grade as a group class between the Treatment group and the Control group. The tests had a maximum possible score of 8 points.

Score Range	
7-8 points	*Excellent*
5-6 points	*Good*
4 points	Regular
3-2 points	*Bad*
1 or less	*Low*
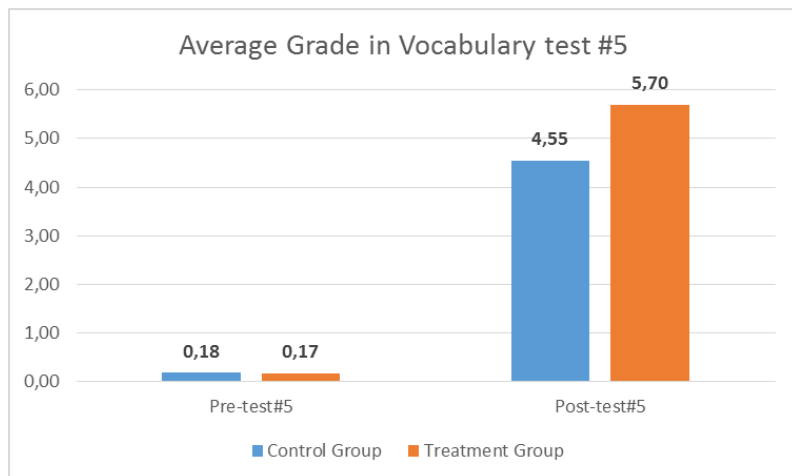
Figure 15

As shown in the above figure, there is almost no difference between both groups in the pre-test. Both groups scored low grades. The difference between the two groups is 0,01 point. In the post-tests, the Control group scored 4,55, while the Treatment group scored 5,70 out of 8 possible points. Thus, the Control group got a regular grade, while the Treatment class obtained a good grade.

The following charts show the difference between the pre-test and the post-test per student in each group.
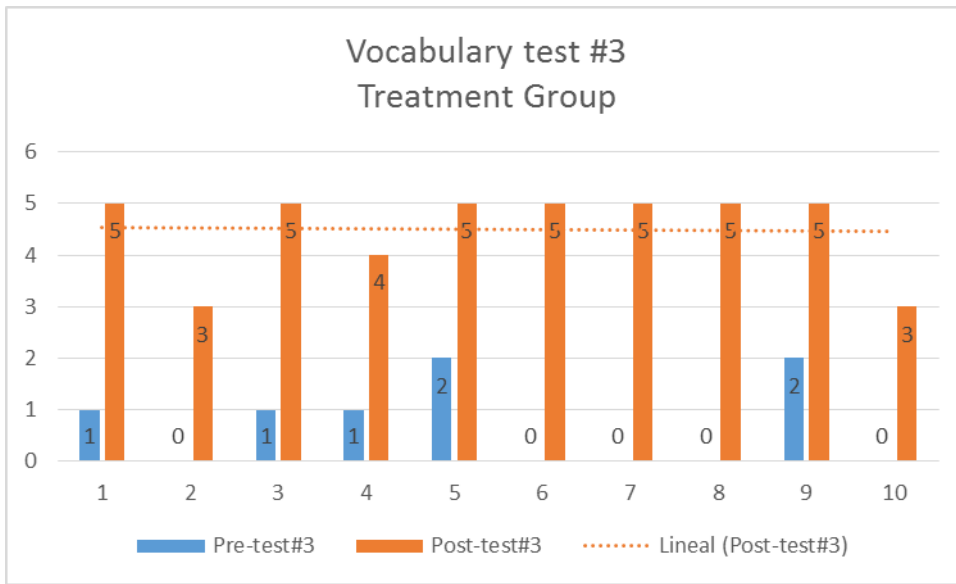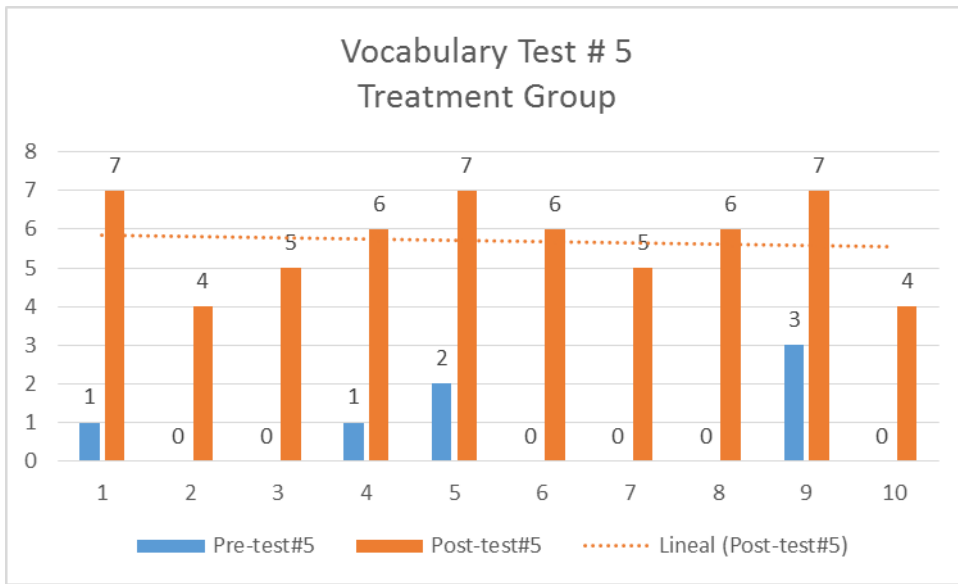
Figure 16
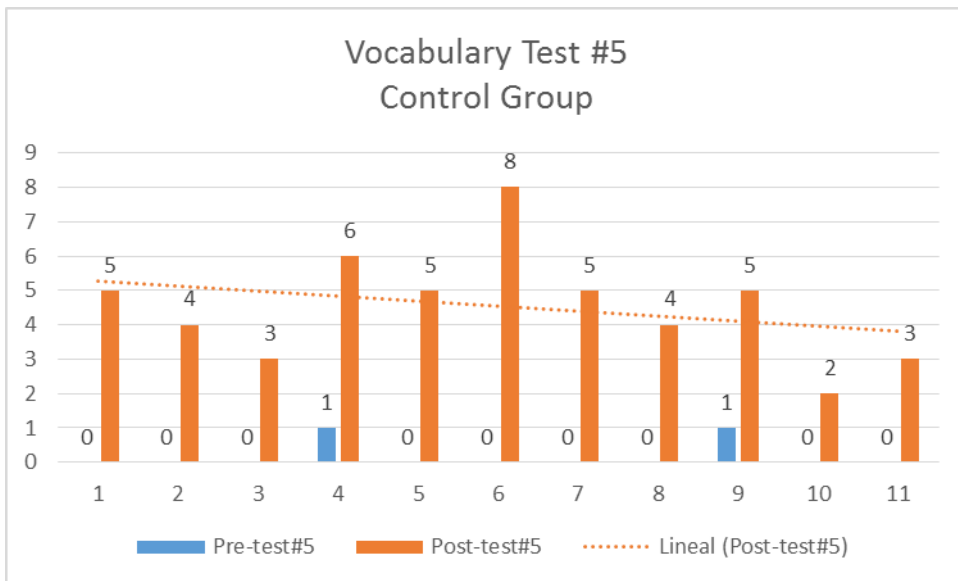
Figure 17

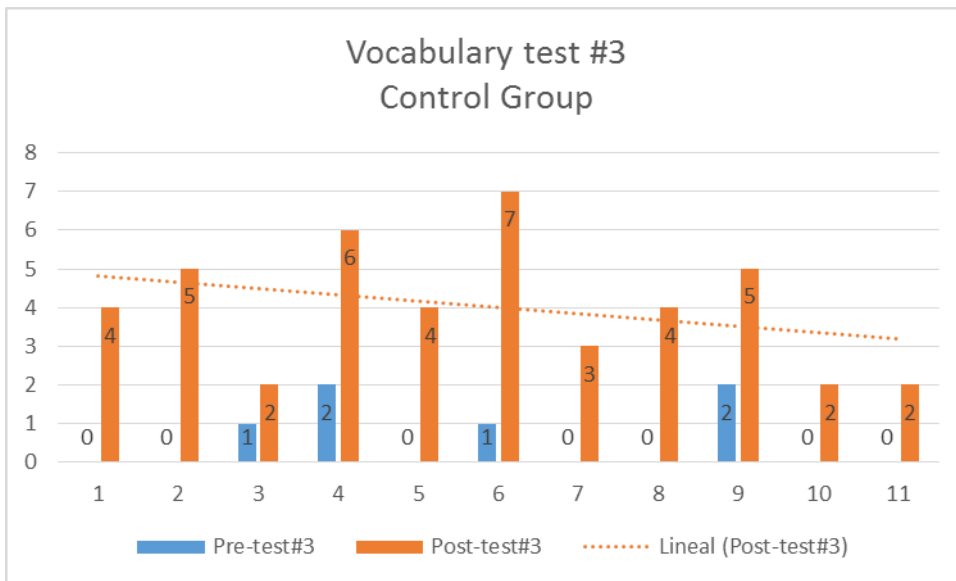In the Treatment group, all the students reached a regular grade or higher, while in the Control group, just 8 out of 11 students got a regular grade or better. In the Control group, it can be evidence that there are some students who show a pattern of low grades. The students' pattern remains the same as the first week of class.

4.2.6 Sixth week: May 5th to May 8th

The following chart shows the average of each group. The tests had a maximum possible score of 8 points.

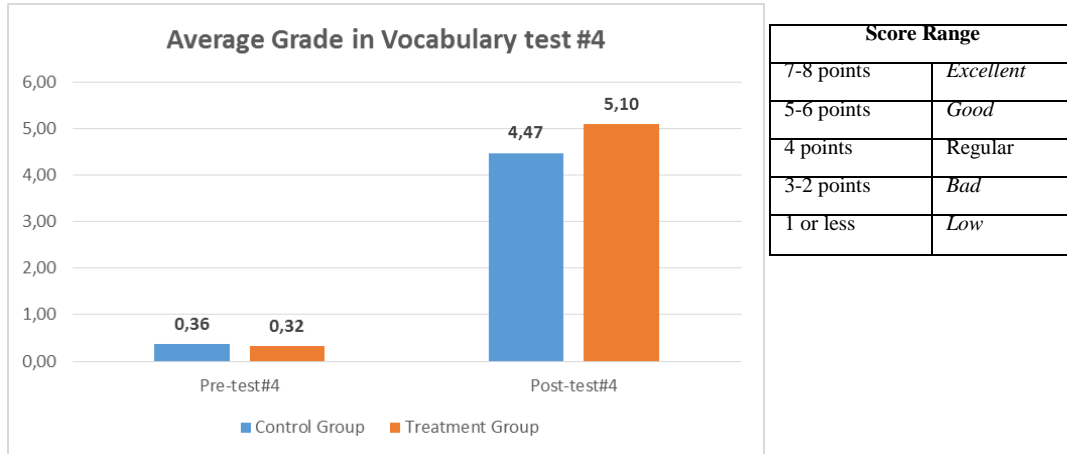| Score Range	
7-8 points	*Excellent*
5-6 points	*Good*
4 points	Regular
3-2 points	*Bad*
1 or less	*Low*
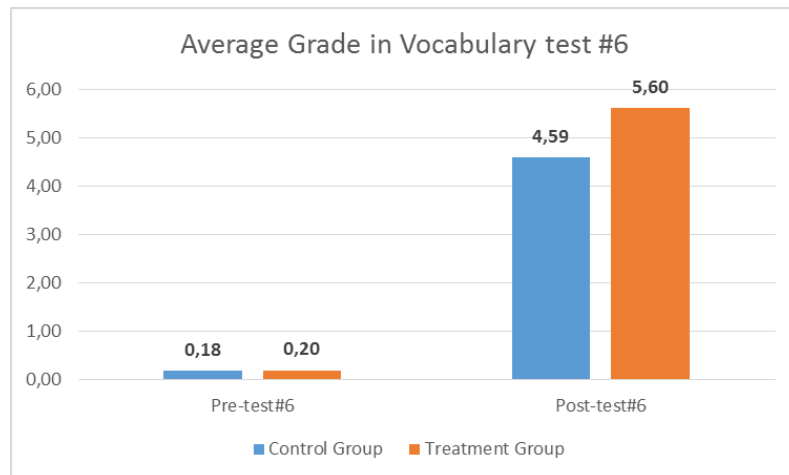
Figure 18

There is almost no difference between both groups in the pre-test. Both groups scored low grades. The difference between the two groups is 0,02 point. In the post-tests, the Control group scored 4,59, while the Treatment group scored 5,60 out of 8. Thus, the Control group scored a regular grade, while the Treatment class achieved a good grade.

The following charts show the difference between pre-test and post-test per student in each group.
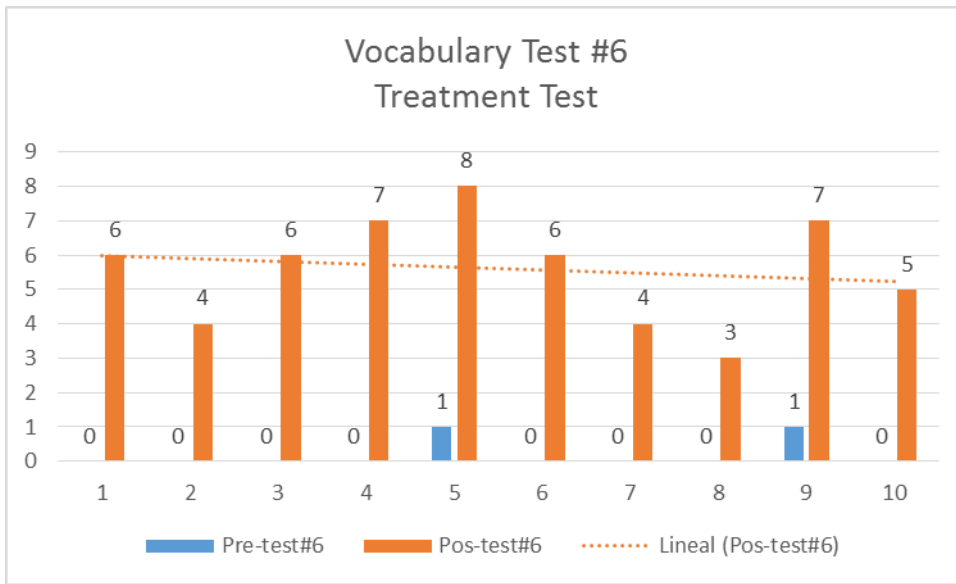
Figure 19
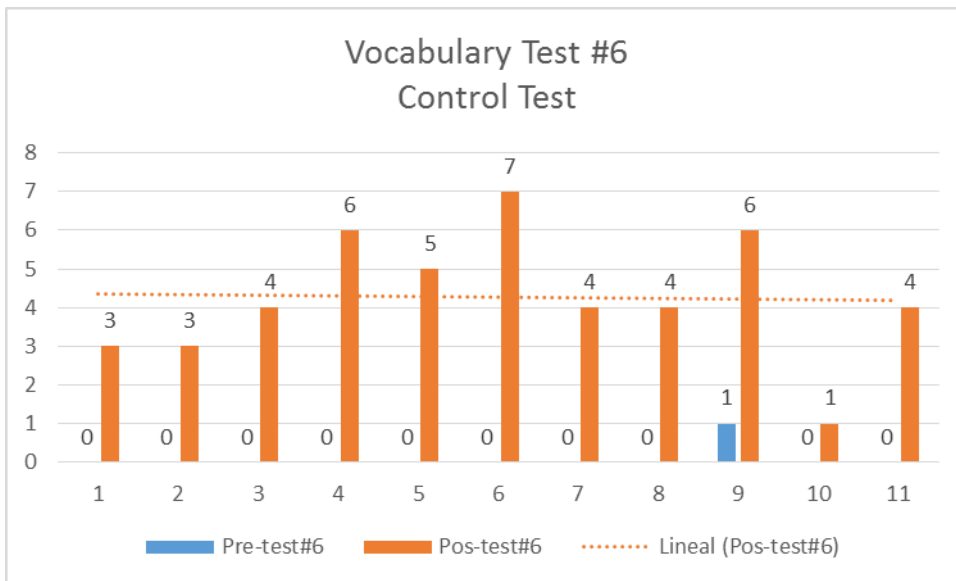
Figure 20

In Treatment group, almost all the students reached a regular grade or higher, except

one student. In the Control group, however, just 7 out of 11 students got a regular grade

or higher. In the Control group, students' vocabulary improvement was unremarkable.

Four students had a predisposition to learn language. Those students remained the same

until the end of the period. The same pattern occurred with students who struggled with the English language. They struggled throughout the whole study period.

4.3 Mid-Term Exam

The following are the results of the Mid-Term examination. The grades were over 10 points.
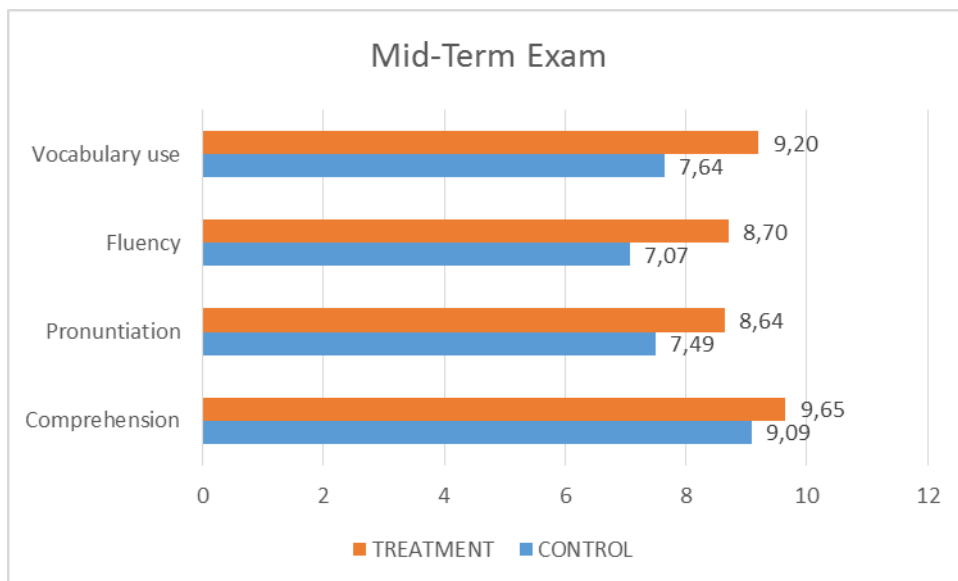
Figure 21

Students in both groups obtained from good to excellent grades. In comparison with the Control group, however, the Treatment group had higher grades in the following items: Comprehension (0,56 points), Pronunciation (1,15 points), Fluency (1,63 points), and Vocabulary use (1,56 points).

4.4 Surveys

Surveys were administered to the students of the Treatment group at the beginning and end at the end of the study. Some questions were the same in both of them, in order to measure any changes regarding students´ attitudes.

The questions were as follows:

4.4.1 Survey questionnaire
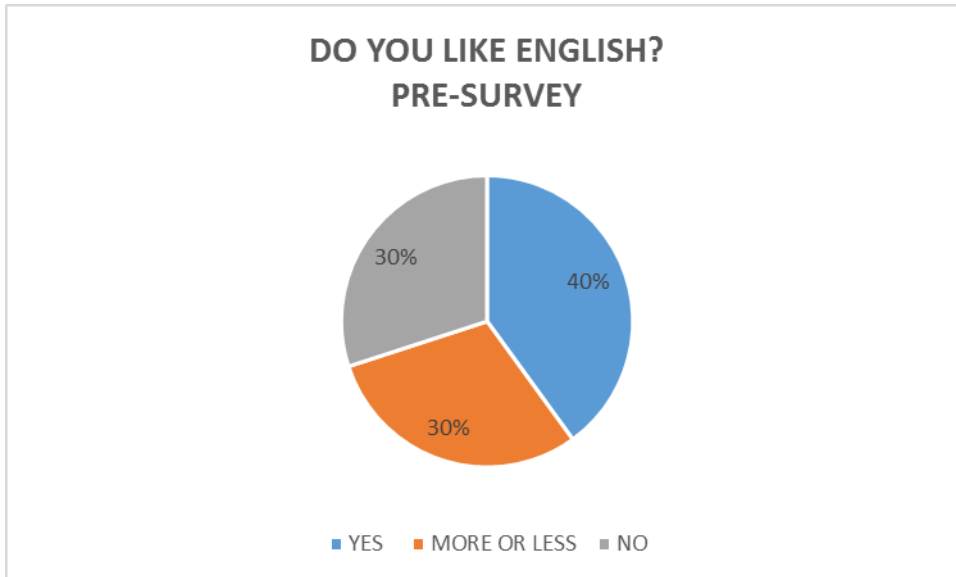
Figure 22
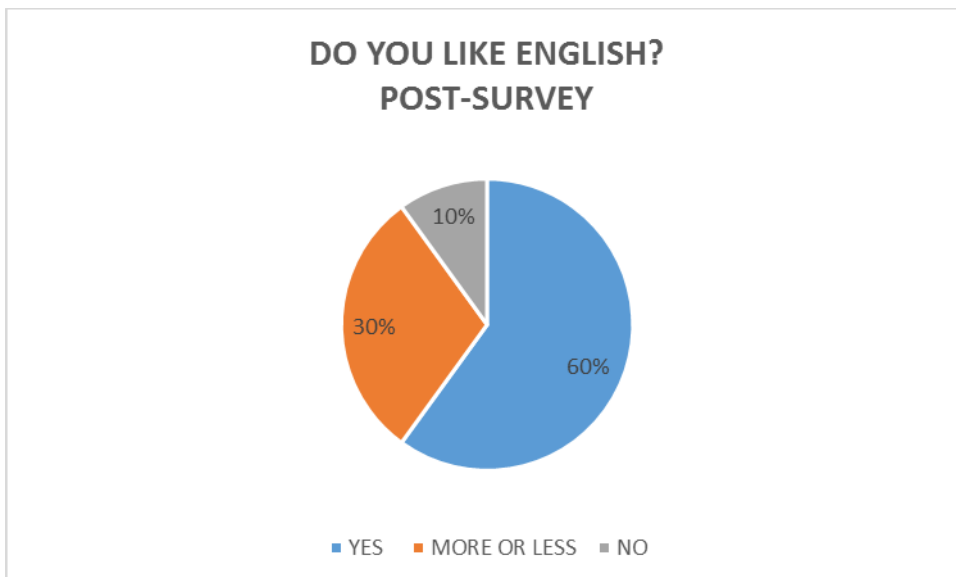
Figure 23

The graphics show that the percent of English acceptance has increased by the end of the study. At the beginning of the study, just 4 out of 10 students stated that they liked English, while at the end of the study, 6 out of 10 stated that they liked this language. Rejection of English also decreased. Additionally, at the beginning of the study, 3 out of 10 students did not like English. By the end of the study, however, just 1 out of 10 learners said that disliked English.

4.4.2 Grade of difficulty

At the beginning and at the end of the study, students were asked if they considered English an easy or difficult language to learn, regarding the acquisition of vocabulary. The following were the answers to this question:

Figure 24

IN YOUR OPINION, IS EASY OR DIFFICULT TO LEARN ENGLISH VOCABULARY? POST-SURVEY
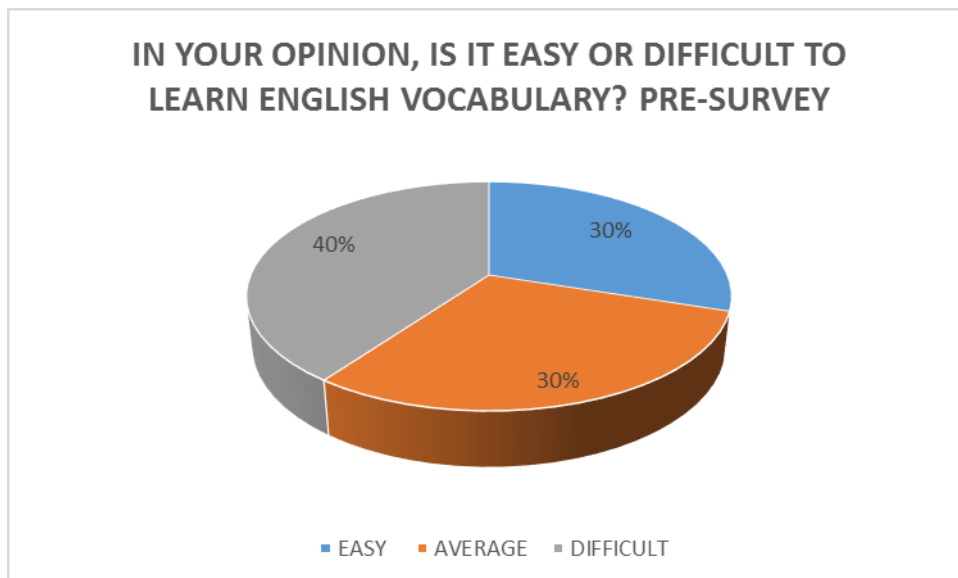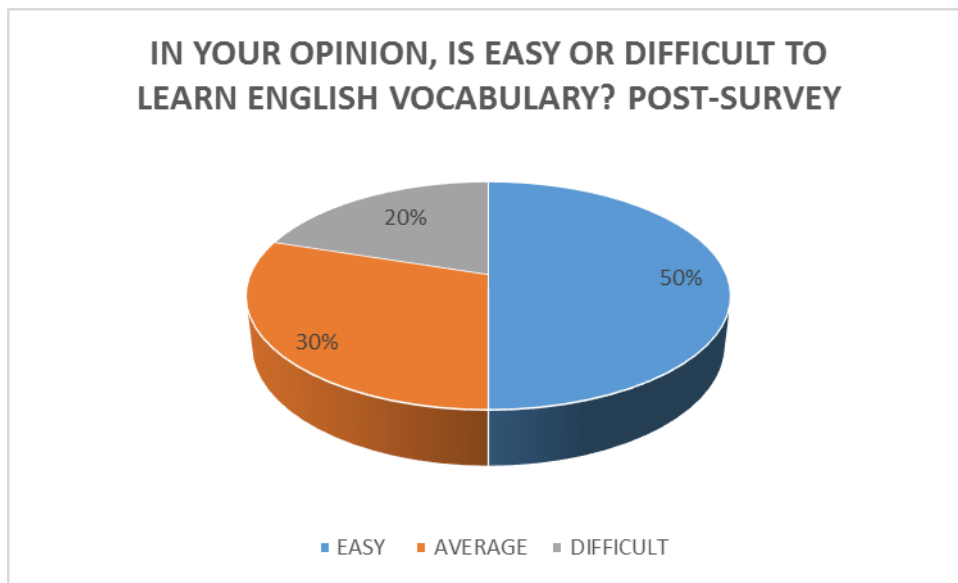
Figure 25

As it is shown in the former charts, most of the students consider it is easier to learn vocabulary after being taught using MI activities. At the beginning of the study, 3 out of 10 learners considered it was easy to learn new vocabulary. By the end of the study, the number increased: 5 out of 10 students believed it was easy to learn new English vocabulary. Similar attitude improvement occurred among students who believed that English was difficult to learn. At the beginning of the study, 4 out of 10 students held that belief. At the end of the study, however, just 2 out of 10 still felt that English vocabulary was difficult to be learnt, which shows that the use of MI activities are useful tools to help students learn new English vocabulary in an easier way.

4.4.3 Previous Knowledge about MI

At the beginning of the study, students were asked if they had heard about ''MI'' in former learning experiences. This was the result of this inquiry:
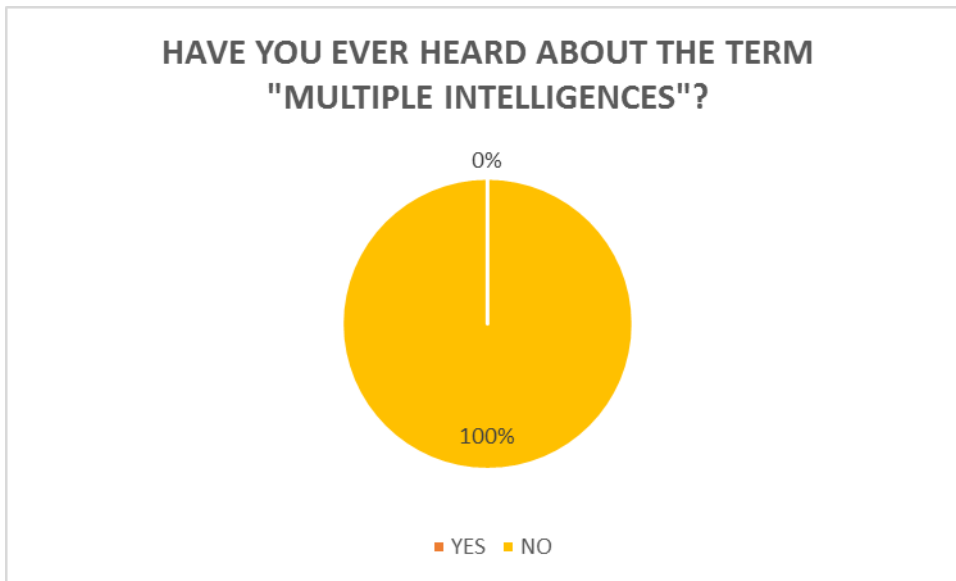
Figure 26

None of the students had heard about Multiple Intelligences before.

4.4.4 Inclinations towards English

In order to discover the students' inclinations towards the English language, the survey administered at the beginning of the study included the question, **"**Why are you studying English?"
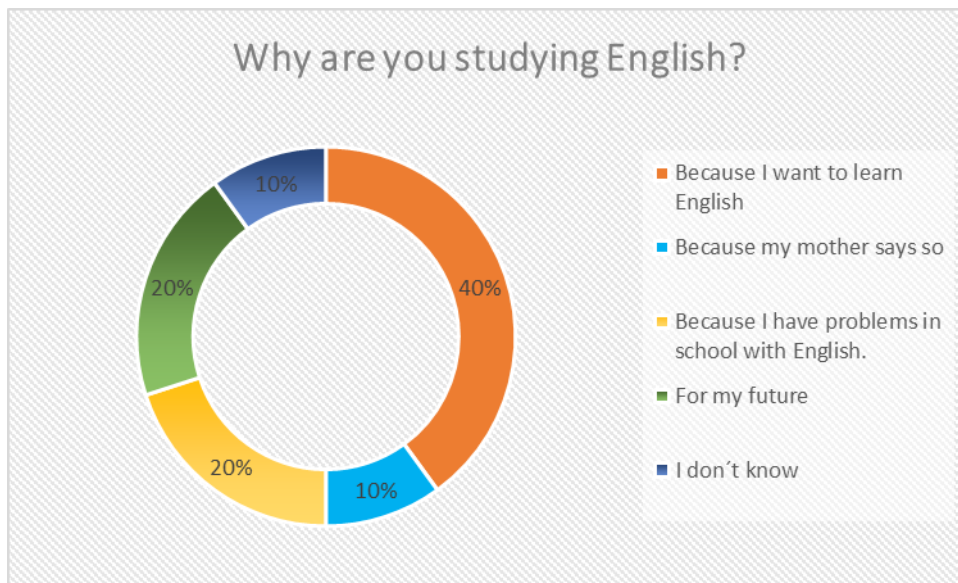
Figure 27

As it is shown in the above graph , most of the students (60%) are studying English of their own volition. A minority of the students (20%), however, stated that they were motivated to study English because they had problems with this subject at school.

4.4.5 The Impact of Multiple Intelligences on Students

At the end of the intervention, students were asked whether they believed that the development of multiple intelligence activities had helped them to learn English. The following chart shows their answers:

How do multiple intelligence activities help you to learn English vocabulary?

Figure 28

All of the students felt that MI had a positive impact on the learning of new vocabulary. Indeed, Student 004 said, " Multiple intelligences help me to see that I am able to do anything that I sincerely want to do." Student 002 said, "I should not say, 'I can´t do it,' because I can do anything by learning it properly how to do it." Student 009 said, "learning has not necessarily to be difficult or boring. On the contrary, it can be fun and easy."

CHAPTER V

Conclusions, Limitations and Recommendations.

5.1 Conclusions

At the beginning of the project, some students believed that certain activities were "childish," specifically the body-kinesthetic activities. This could be because students thought just children use movements for learning purposes. Nevertheless, at the end of every activity, the teacher reviewed the new vocabulary that the students had learned during the MI exercises. Little by little, the students' perceptions began to change once they realized how the MI activities helped them to acquire the target vocabulary in an easier way.

Eventually, enthusiasm increased. There was an interesting experience with one high school student named "Daniel". He preferred missing extracurricular activities in his high school instead of his English classes. According to him, English classes were stress relieving. Other students agreed with him when he expressed his opinion.

The end of the treatment period produced some interesting observations. First, Multiple intelligences were not static. At the beginning of the study, a MI test was applied, which showed that the most common intelligences across all students were verbal-linguistic, naturalistic, and interpersonal.

Notwithstanding, at the end of the treatment period, different intelligences had "emerged" as predominant ones, specifically verbal-linguistic, bodily-kinesthetic and musical. These aforementioned intelligences were determined to be "more developed" as exposure to the diverse intelligence activities increased. In a research paper called *Brain Plasticity and behavior* by Bryan Kolb, Robbin Gibb, and Terry Robinson; they

explain that the brain is not a static organ. On the contrary, it can change according to the experiences that a person is exposed to (12). This theory might explain why some students had a variation in their ´predominant´ intelligences after the intervention.

It was also determined in subsequent interviews that the students felt more secure learning English than in previous experiences, due to the fact that they became familiar with the process of how they acquire and retain information in an improved manner. In fact, some of the students said they independently applied the same techniques (like bodily movements) to memorize things required in their high school studies. They were able to contrast this with their past experiences, when they felt like they were not able to learn English and greatly rejected the process of studying it.

After the treatment period, students showed considerably more confidence toward learning a new language. There were some students that previously believed that learning English was almost "impossible". However, once they realized they just needed to approach it in the correct manner, they felt motivated to continue learning. Also, the students´ confidence greatly improved. At the conclusion of the course, one of them said he felt like nothing would be impossible to learn. This same student previously struggled considerably in attempting to learn English.

Treatment group had slightly higher grades in the oral Mid-Term exam than Control group. However, this fact should not be at all surprising. Students who are accustomed to the traditional approach to testing are very good at "test taking." Gardner warns about this topic, by saying "The student may have a good grade on the exam, we may think that he or she is learning, but a year or two later there's nothing left" (Edutopia).

In the oral component of this study, both groups showed a good level of comprehension, with correct vocabulary structure use. However, in fluency, MI students were considerably better. This was because they showed confidence, felt relaxed, and had much better retention of what they had learned. According to Krashen´s hypothesis called "Affective filter" emotional variables, such as anxiety or nervousness, can prevent students from using the target language in a communicative way (Ligthbown and Spada 37). This clearly demonstrates the excellence that can be attained in the crucial development of language skills through the use of the MI process and articulation abilities that can be performed.

A case study carried on Taiwan had the participation of 2545 college students. The project intended to establish the impact of multiple intelligences in English performance. At the end of the study, some of the conclusions were the following: "Intelligences are crucial in effective learning. Students should be aware of their individual intelligences; "MI plays an important role in foreign language learning, including student's learning behavior" (Yian 18).

5.2 Disadvantages

The predominant intelligence in the classroom was the naturalistic one. This intelligence consists of observing nature´s pattern, identifying and classifying objects in flora or fauna. However, Abraham Lincoln Center has no green spaces and animals are not allowed in the classrooms. These factors made a little bit difficult to present naturalistic activities.

 Additionally, students´ age were another limitation. All pupils were young-teenagers. These factors made difficult to organize outside activities because not all of them would

be able to attend outside meetings and the responsibility of adequate transportation was difficult to organize. For these reasons, outside activities were not possible to be performed.

However, it is important to mention that the same obstacle occurs in most of the educational institutions in Ecuador. The suggested activities that are going to be presented in the booklet can help teachers to have an idea about how to promote naturalistic intelligence by using sources that most institutions have.

Another difficulty was the textbook *American Inspiration for teens*, which suggested learning activities, but they did not include any naturalistic ones. Although the book presented somewhat of a variety, most of the activities were repetitive. Activities such as: filling in the blanks, matching the correct meaning, and listening exercises were included in every single lesson. The list of words (vocabulary) suggested was based on the reading passages found in this textbook. Additionally, the amount of time (i.e., 6 weeks) was not enough in order to see further results.

5.3 Advantages

The authorities at Abraham Lincoln Center showed a willing disposition to support any activity that might help students´ understanding and acquisition of the target language. They did not restrict the class to be in the classroom. The academy director understood that classes should be dynamic. She supported any initiative on behalf of the students´ learning.

At the start of the study, students showed indifference towards activities that were not considered as "traditional" because they deemed them childish. However, once they had realized they were learning in an active way, they started to ask for more of those

"not boring" activities. Thus, students showed a collaborative disposition to put in practice all the activities and suggestions that the teacher made for them.

Besides, the student groups were small. This factor allowed instructors to maintain discipline. In this way, activities were easily administrated, and there was not wasted time in class.

5.4 Recommendations

- Textbooks should contain more MI activities in order to increase vocabulary acquisition. It is undeniable that books have some MI activities. However, they include more related to verbal, intrapersonal, and interpersonal activities without considering the other intelligences. Teacher´s guide books should have suggestions on how to manage classes by using different types of learning.

- Abraham Lincoln Center would benefit from implementation of oral discourse classes.

- Different multiple intelligence activities can be taught and emphasized every day of the week in class. This will have a profound impact on students at the time of acquiring new English lexicon.

APPENDICES

Appendix 1

Written Consent Form

Cuenca, Marzo 31 del 2014.

Mediante la presente, doy fe que conozco que participaré en un proyecto que busca saber el impacto que tienen la aplicación de actividades que fomenten el uso de la múltiples inteligencias en mi aprendizaje. La participación en dicho proyecto no afectará de manera positiva o negativa mis calificaciones. Voy a recibir el programa de inglés tal como la institución lo haya establecido previamente.

Nombre:

Firma:

Appendix 2

Multiple Intelligence Test

DISCOVERING GIFTS IN MIDDLE SCHOOL – TRIBES TLC®

MULTIPLE INTELLIGENCES CHECKLIST

INSTRUCTIONS:

It is hoped that this checklist will be fun to do and will help you discover your

many gifts. This is not a test – it's just for your own information – but it is based on

wonderful studies done by many wise people about how we learn and why it is

really great to know our own preferences; each one of us is unique and our

preferences help us understand our special ways of learning and knowing.

Check any items that seem to apply to you. You may check as many as you

like. Please have a good time and enjoy yourself!

1. _____ I enjoy reading books.

2. _____ I have always liked math and science classes best and I do well in

 them.

3. _____ I enjoy drawing, painting and doodling.

4. _____ I love being outdoors and enjoy spending my free time outside.

5. _____ I have a pleasant singing voice and I like to sing.

6. _____ I'm the kind of person others come to for advice.

7. _____ I have some important goals for my life that I think about often.

8. _____ I love animals and I spend a lot of time with them.

9. _____ I like English, social studies and history better than math and

 science.

10. _____ I try to look for patterns and regularities in things, such as every third

 stair on the staircase has a notch in it.

11. _____ I like to figure out how to take apart and put back together things

 like toys and puzzles.

12. _____ I am an active person and if I can't move around I get bored.

13. _____ I frequently listen to music because I enjoy it so much.

14. _____ I like going to parties and social events.

15. _____ I think I am a very independent person.

DISCOVERING GIFTS IN MIDDLE SCHOOL – TRIBES TLC®

16. _____ I enjoy watching nature shows on television like the Discovery

Channel, National Geographic and Nova.

17. _____ I am good at using words to get others to change their mind.

18. _____ I enjoy playing around with a chemistry set and am interested in

new discoveries in science.

19. _____ When I watch a movie or video, I am more interested in what I see

than what I hear.

20. _____ I think I am well coordinated.

21. _____ I can play a musical instrument.

22. _____ I don't like to argue with people.

23. _____ Sometimes I talk to myself.

24. _____ It's fun to watch birds or other animals, to watch their habits, and to

learn more about them.

25. _____ I'm good at Scrabble and other word games.

26. _____ I believe that almost everything has a logical explanation.

27. _____ When I close my eyes, sometimes I can see clear images in my

head that seem real.

28. _____ I have good skills in one or more sports and learn new sports quickly.

29. _____ I can easily keep time to a piece of music.

30. _____ I enjoy getting other people to work together.

31. _____ I like to spend time alone thinking about things that are important to

me.

32. _____ I'm very good at telling the difference between different kinds of

birds, dogs, trees and stuff like that.

33. _____ I like to learn new words and know their meanings.

34. _____ I like to play games and solve brainteasers that require tactics and

strategy.

DISCOVERING GIFTS IN MIDDLE SCHOOL – TRIBES TLC®

35. _____ I am good at reading maps and finding my way around unfamiliar

places.

36. _____ I don't like organized team sports as much as individual sports

activities, such as tennis, swimming, skiing, golf or ballet.

37. _____ I know the tunes and titles of many songs and musical pieces.

38. _____ I consider myself a leader (and others call me that).

39. _____ I would rather spend a vacation in a cabin in the woods than at a

fancy resort.

40. _____ I enjoy visiting zoos, natural history museums or other places where

the world is studied.

41. _____ It's easy for me to memorize things at school.

42. _____ It is fun for me to work with numbers and data.

43. _____ I like some colors better than others.

44. _____ I don't mind getting my hands dirty from activities like painting, clay,

or fixing and building things.

45. _____ Sometimes I catch myself walking along with a television jingle or

song in my mind.

46. _____ When I have a problem, I'll probably ask a friend for help.

47. _____ I think I know what I am good at and what I'm not so good at

doing.

48. _____ I like being outside whenever possible; I feel confident and

comfortable there.

49. _____ I like to look things up in the dictionary or any encyclopedia.

50. _____ I like to ask people questions about how things work or why nature is

the way it is.

51. _____ I sketch or draw when I think.

52. _____ Sometimes when I talk with people, I gesture with my hands.

53. _____ I like to make up my own tunes and melodies.

DISCOVERING GIFTS IN MIDDLE SCHOOL – TRIBES TLC®

54. _____ I have at least three close friends.

55. _____ I have hobbies and interests that I prefer to do on my own.

56. _____ I like camping and hiking.

57. _____ I like to talk to friends and family better than watching TV.

58. _____ I have an easy time understanding new math concepts in school.

59. _____ I enjoy reading things more when they have lots of pictures and drawings.

60. _____ I would rather play a sport than watch it.

61. _____ Often I keep time to music by tapping to the beat or humming the tune when I am studying or talking on the phone.

62. _____ I am easy to get to know.

63. _____ I want to be self-employed or maybe start my own business.

64. _____ I want to become a volunteer in an ecological organization (such as Greenpeace or Sierra Club) to help save nature from further destruction.

65. _____ I like to write things like stories, poems and reports.

66. _____ I like things better when they are organized, categorized or measured.

67. _____ I am good at playing Pictionary, doing jigsaw puzzles, and solving mazes.

68. ___ I like to "ham it up" in skits, plays, speeches, sports or other types of activities.

69. _____ I can tell when notes are off-key.

70. _____ I feel comfortable most of the time, even in the midst of a crowd.

71. _____ I like to spend time by myself thinking about thing that I value.

72. _____ When I was younger I used to dislodge big rocks from the ground to discover the living things underneath.

73. _____ I'm really good at describing things in words.

DISCOVERING GIFTS IN MIDDLE SCHOOL – TRIBES TLC®

74. _____ I think I am good at working with numbers and data.

75. _____ I am better at remembering faces than names.

76. _____ I like working with my hands in activities such as sewing, carving, or

 model-building.

77. _____ I know what I like and don't like in music.

78. _____ I am good at making new friends.

79. _____ I like to think about things before I take any action.

80. _____ I have a green thumb and I am really good at keeping plants alive

 and healthy.

Note:

As recommended by Dr. Armstrong, this checklist does not contain elements from the Existential

intelligence, as it is an area that is best identified through personal reflection.

Reference:

"Multiple Intelligence Checklist" adapted from 7 Kinds of Smart by Thomas Armstrong, copyright

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The adaptation was done by Jeanne Mancour, who oversees Training Services for CenterSource

Systems and who is a former high school teacher.

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MULTIPLE INTELLIGENCES TALLY SHEET

Circle the numbers below that you checked on your Multiple Intelligence

checklist. Then count how many circles you have in each column, and write

that number at the bottom of each column.

APPENDIX 3

Pre- Survey

Marque con una X las siguientes preguntas.   **CODIGO:**

1. **Te gusta el Inglés? /Do you like English?**

   YES [ ]   MORE OR LESS [ ]   NO [ ]

2. **En tu opinión, es fácil o difícil aprender vocabulario en inglés? In your opinion, it is easy or difficult to learn English vocabulary?**

   Fácil/Easy [ ]   Medio/Average [ ]   Difícil/Difficult [ ]

3. **Has escuchado alguna vez acerca del termino Inteligencias Múltiples? Have you ever heard about the term "Multiple Intelligences"?**

   YES [ ]   NO [ ]

4. **Por qué estas estudiando Inglés? / Why are you studying English?**

APPENDIX 4

Post-Survey

Marque con una X las siguientes preguntas.   **CODIGO:**

1. **Te gusta el Inglés? /Do you like English?**

   YES [X]   MORE OR LESS [ ]   NO [ ]

2. **En tu opinión, es fácil o difícil aprender vocabulario en inglés? In your opinion, is it easy or difficult to learn English vocabulary?**

   Fácil/Easy [ ]   Medio/Average [ ]   Difícil/Difficult [ ]

3. **How do Multiple Intelligence activities help you to learn English vocabulary?**

APENDIX 5

Vocabulary Pre-Test #1

DATE:

STUDENT´S CODE: PRE-TEST #1

MATCH THE WORD WITH THE CORRESPONDING PICTURE.

GOES ☐   LIKES ☐   PLAYS ☐   RELAXES ☐

SPEAKS ☐   TEACHES ☐   TOP ☐   SHIRT ☐

A.

B.

C.

D.

E.

F.

G

APENDIX 6

Vocabulary Post-Test #2

DATE:

STUDENT´S CODE: POST-TEST #1

MATCH THE WORD WITH THE CORRESPONDING PICTURE.

GOES ☐   LIKES ☐   PLAYS ☐   RELAXES ☐

SPEAKS ☐   TEACHES ☐   TOP ☐   SHIRT ☐

A.

B.

C.

D.

E.

F.

G.

H.

APPENDIX 7

Vocabulary Pre-Test #1

DATE:

STUDENT´S CODE: PRE-TEST #2

MATCH THE WORD WITH THE CORRESPONDING PICTURE.

BADGE ☐   A JACKET ☐   STREET ☐   PERFORMER ☐

UMBRELLA ☐   CAMERA ☐   SIGHTSEEING ☐   WALLET ☐

A.   B.   C.

D.   E.   F.

G.   H.

APPENDIX 8

Vocabulary Post-Test #2

STUDENT´S CODE: POST-TEST #2

MATCH THE WORD WITH THE CORRESPONDING PICTURE.

BADGE [   ]   A JACKET [   ]   STREET [   ]   PERFORMER [   ]

UMBRELLA [   ]   CAMERA [   ]   SIGHTSEEING [   ]   WALLET [   ]

A.   B.   C.

D.   E.   F

G.   H.

APPENDIX 9

Vocabulary Pre and Post Test #3

DATE:

STUDENT´S CODE:

VOCABULARY TEST #3

MATCH THE CORRECT MEANING OF THE WORDS

1. You are right! [　]   2. What do you mean? [　]   3. Larger [　]
4. The noisiest [　]   5. What do you do? [　]   6. Of course not [　]

7. The most exciting [　]   8. The largest [　]

A. Estas equivocado   B. A que te refieres?   C. Cuando nos vemos?
D. El más corto   E. El más largo   F. El más aburrido

G. El más interesante   H. Que haces?   I. De ninguna manera!

J. Estas en lo correcto!   K. Más largo   L. Más corto

M. El más bullicioso

APPENDIX 10

Vocabulary Pre and Post Test #4

DATE:

STUDENT´S CODE:

VOCABULARY TEST #4

FILL IN IN THE BLANKS WITH THE CORRECT PREPOSITION.

1) The cat is by _ the towel. (behind, by)

2) The toilet is _____ the sink. (next to, below)

3) The shampoo is _____ the conditioner. (beside, among)

4) The soap is _____ the things on the shelf. (among, above)

5) The books are _____ the soap. (above, under)

6) The soap is _____ the books. (above, below)

7) The toilet paper is _____ the toilet. (below, beside)

8) The toilet cleaner is _____ the toilet. (in front of, behind)

9) The cat is _____ the shower. (near, far from)

APPENDIX 11

Vocabulary Pre and Post Test #5

DATE:

STUDENT´S CODE:

VOCABULARY TEST #5

Complete the chart with the correct form of the verb.

INFINITIVE	SIMPLE PAST
BLOW	
	DRIVEN
FORGET	
GIVE	
	HEAR
KEEP	
FEED	
LIGHT	

APPENDIX 12

Vocabulary Pre and Post Test #6

DATE:

STUDENT´S CODE:

VOCABULARY TEST #6

Complete the chart with the correct form of the verb.

INFINITIVE	PAST FORM
LOSE	
	RANG
	SHOOK
STEAL	
THROW	
SHINE	
	THOUGHT
WEAR	

APPENDIX 13

MID-TERM ORAL EXAM

QUESTIONS FOR MID-TERM EXAM

WHAT ARE YOU WEARING?

WHEN WERE YOU BORN?

COMPARE:

CUENCA AND GUAYAQUIL

MARDI GRASS CARNIVAL AND RIO DE JANEIRO CARNIVAL

WHERE IS......?

THE NEAREST SUPERMARKET

THE ENGLISH INSTITUTE

WHERE DO YOU LIVE?

RELATE A

UNIQUE PERSONAL EXPERIENCE

Mid-Term Oral Exam

Vocabulary use	(0-10 points)	
Fluency	(0-10 points)	
Pronunciation	(0-10 points)	
Comprehension	(0-10 points)	

Total

APPENDIX 14

PICTURES

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Booklet

Multiple Intelligence activities for learning vocabulary. Based on the book *"American Inspirations for teens 3."*

By Pamela Peralta

1. PET´S ROUTINES

VOCABULARY PAGE 11

GOES	LIKES	PLAYS	RELAXES
SPEAKS	TEACHES		

INTELLIGENCES: NATURALISTIC, INTERPERSONAL, INTRAPERSONAL,
AND VERBAL

ACTIVITY: PET´S ROUTINE

https://www.youtube.com/watch?v=g4wamAt_ZRE

In the video a cat's daily routine is shown. By showing the video and narrating the story, it is easy for students to see in a vivid way the meaning of the words. While the video is playing, the teacher stops in the scene that emphasizes the word that is being taught for the vocabulary.   For example:

The cat **goes** outside.

The cat **goes** to the kitchen.

The cat **plays** with his toy.

The cat **likes** to play with other cats.

The owner **speaks** to the cat.

The owner **teaches** tricks to the cat.

After watching the video, students can talk about what they did like the most about the cat.

Afterwards, students say what usually their pets or a neighbors´ pet do. At the end, students make a composition about the daily cares that a pet needs.

2. COPS AND ROBERS

VOCABULARY PAGE 12

HAT	JACKET	JEANS	PANTS	SHIRT
SHOES	SNEAKERS	SWEATER	SWEATSHIRT	TOP
T-SHIRT				

INTELLIGENCES: NATURALISTIC, VERBAL LINGUISTIC, AND INTERPERSONAL

This activity is meaningful because it involves body movements. It is necessary to do it in a free space outside the classroom.

The inspector starts the story. "There has been a robbery, and the suspect is wearing _____ "Students have to ´catch´ the suspect (student) who is wearing what the inspector says. Once a couple of times the teacher has played as "the inspector", he or she can ask students to play that role.

At the end of the activity, students chose a piece of paper in which there is the name of a classmate. That name represents "their suspect". Students have to describe what his or her suspect is wearing without mentioning the name. The rest of the class has to guess the hidden character.

3. THE SELLER

VOCABULARY PAGE 13

BADGE	BAG	CAMERA	FLOWERS	GUITAR
HAT	JACKET	MAP	STREET	PERFORMER
UMBRELLA				

INTELLIGENCES: NATURALISTIC, INTERPERSONAL, AND VERBAL.

Students watch a video about "Yosemite National Park".

After watching it, students express what they like the most about the park. This is a good opportunity for introducing the vocabulary. The teacher presents the target words by sticking some figures. After that, students are taken to the patio of the institution. They are divided into groups. Students have to act as sellers. They need to persuade the costumer "the teacher" to buy the items (target vocabulary) for the trip. For example:

In Yosemite it is going to rain. You are going to need this umbrella.

In Yosemite, visitors are wearing badges. You are going to need a badge.

However, the costumer is on a budget. So, the sellers need to give as many reasons as possible in order to convince the costumer. The money is represented by means of sticks. The team which receives more sticks is the winner. Students can act out as "costumers".

4. SPELLING BEE

VOCABULARY PAGE 13

CAMERA	GUITAR	HAPPENING	ORANGE
PERFORMER	SIGHTSEEING	VIDEO	WALLET

INTELLIGENCES: BODILY-KINESTHETIC, AND INTERPERSONAL

Students learn the alphabet by means of sign language. After that, they practice the new vocabulary out loud at the same time they use their hands to spell each word. The teacher divides students in spelling bee groups. The teacher mentions a word and the groups have to spell it orally and making signs. Once students have done this, they can create stories by using the vocabulary previously learned. Those stories are expressed by using mimics and signs. One student comes to the front of the class and makes students to guess what he or she is trying to say. For example:

Ana Paula is taking pictures with a professional camera.

5. SNAPING THE FINGERS

VOCABULARY PAGE 15

BREAK	CASE	EAT	GREAT	MEAN
MEET	PLAY	SPEAK	STEAL	

INTELLIGENCES: MUSICAL, INTERPERSONAL, AND INTRAPERSONAL

The teacher presents the words to students. Students repeat the pronunciation with the teacher. After a few repetitions, the teacher chooses two words and writes them down on the board.

The words are "break" and "eat". After repeating, students are invited to say if they find any difference between those two words. After that, the teacher snaps the fingers with rhythm. The students orally repeat 4 times the word "break" four times while snapping their fingers following the teacher´s rhythm. Once students have gotten the rhythm of the repetition, the teacher asks them to pronounce at the end one words from the vocabulary. For example:

Break, break, break, break and case. Break, break, break, break and great.

In this way, it is easy to relate the words by sound. All the words that do not sound similar are listed on the board under the word "eat". Students learn how to discriminate among the sounds of the words.

Finally, students are invited to create their own sentences with rhythm.

6. VOCABULARY SOUP

VOCABULARY PAGE 17

THAT´S DIFFERENT	OF COURSE NOT	IT´S A JOKE SILLY!
OW! LET ME SEE!	HEY!	EXCUSE ME!
WHAT DO YOU DO?	YOU´RE RIGHT!	IT DEPENDS
WHAT DO YOU MEAN?		

INTELLIGENCES: SPATIAL, BODILY-KINESTHETIC, AND INTERPERSONAL

After introducing the vocabulary, the teacher presents the following activity. In a big black garbage bag there are the words that form the vocabulary phrases for that day. Students are divided in groups of 4 or 5 people. Each member of the group has to look into the garbage bag and find one of the words that complete the phrases. Once the member has the word, he or she has to go to the whiteboard and stick the word on the board. The words cannot be changed or reorganized, so students need to calculate very carefully blank spaces on the board. Students are required to complete all the phrases given by the teacher.

7. COMPARISONS

VOCABULARY PAGE 23

INTELLIGENCE: MATHEMATICAL, INTRAPERSONAL, AND SPATIAL

First group

SMALL	SMALLER	THE SMALLEST
LARGE	LARGER	THE LARGEST
BIG	BIGGER	THE BIGGEST
NOISY	NOISIER	THE NOISIEST

Second group

FAMOUS	MORE FAMOUS	THE MOST FAMOUS
EXCITING	MORE EXCITING	THE MOST EXCITING

There are different words on the walls of the classroom. Students are asked to look for similar patterns and join them together, completing the forms of comparison.

For example: small-smaller-the smallest

Once students have done that, they are asked to check if they can find any similarity among the words. The word pattern can be shown by using a simple chart where the words are grouped and divided by their endings. Afterwards, the teacher can ask them to add more similar words in the chart.

Small	small	er		the	Small	est
Large	larg	er		the	Larg	est
Big	bigg	er		the	Bigg	est
Noisy	noisi	er		the	Noisi	Est

After analyzing the grammar section, students can play a very common game in schools called "stop the hand." The teacher asks students to divide a piece of paper in sections. Each of them represents one grammar category; adjective +er, more + adjective, adjective+est, the most + adjective, double last consonant, dropping "y" for "i" and adding est/er. Once students have the sections completed, they are asked to cut and deposit them in a big black plastic bag. Then, they have to sit down on their seats, so the teacher can say an adjective; students have to run and choose the correct form from the plastic bag that belongs to that adjective; it can be comparative or superlative, according to the teacher´s instructions.

8. SCHWA SOUND

VOCABULARY PAGE 23

INTELLIGENCES: MUSICAL, INTERPERSONAL, AND INTRAPERSONAL

By using the song "burn" by Ellie Goulding it is easy for students to internalize the schwa sound. The chorus of the song repeats many times the word "burn." Once students have practiced enough this part, the teacher presents the list of vocabulary planned for the class day. The words are the following:

CARNIVAL	FAMOUS	GIANT	MILLION
PARADE	REGION	SAMBA	SEASON
SPECIAL	THOUSAND		

Students are asked to "find" where the schwa sound in each word is by repeating the word they already know, "burn" students are contrasting and looking for a phoneme similarity with other words. For example:

BURN/C**A**RNIV**A**L

BURN/FAMOUS: not similarities.

By doing this contrast, it is easier for students to discriminate sounds and learn new phonetic ones. If the opinions are diverse, the teacher asks students to defend their opinion by expressing their arguments regarding the sound. Lastly, students are asked to find more words where the schwa sound is pronounced.

Ellie Goulding "Burn" lyrics

We, we don't have to worry bout nothing
Cause we got the fire, and we're burning one hell of a something
They, they gonna see us from outer space, outer space
Light it up, like we're the stars of the human race, human race

When the lights started out, they don't know what they heard
Strike the match, play it loud, giving love to the world
We'll be raising our hands, shining up to the sky
Cause we got the fire, fire, fire, yeah we got the fire fire fire

And we gonna let it burn burn burn burn
We gonna let it burn burn burn burn
Gonna let it burn burn burn burn
We gonna let it burn burn burn burn

We don't wanna leave, no, we just gonna be right now
And what we see, is everybody's on the floor acting crazy getting lurker to the lights out
Music's on, I'm waking up, we stop the vibe, and we bump it up
And it's over now, we got the love, there's no secret now, no secret now

When the lights started out, they don't know what they heard
Strike the match, play it loud, giving love to the world
We'll be raising our hands, shining up to the sky
Cause we got the fire, fire, fire, yeah we got the fire fire fire

And we gonna let it burn burn burn burn
We gonna let it burn burn burn burn
Gonna let it burn burn burn burn
We gonna let it burn burn burn burn

When the lights started out, they don't know what they heard
Strike the match, play it loud, giving love to the world

We gonna let it burn burn burn burn
Burn burn burn burn

9. MIMICS

PAGE 24

A BAND	JEWELRY	A SIGN	A STAGE
STALLS	OWNER	THEATHER	

INTELLIGENCES: BODILY-KINESTHETIC, INTRAPERSONAL, AND VERBAL

The teacher introduces the new vocabulary; its pronunciation and meaning by using sign language. Once students had learnt the new vocabulary, they are ready for the following activity.

The teacher divides the class into two groups. He or she asks them to create a story using at least 5 of the new words learnt in class. Once students have done it, they summit it to the teacher. After that, the teacher exchanges the stories. One by one, the teacher gives the story to one member in each group. This student has to mime the story. It is possible to use the word in signs that they already know. The rest of the students in each team have to guess the story that is being presented.

10. "SIMON SAYS"

PAGE 25

OVER	UNDER	IN FRONT OF	BEHIND
BETWEEN	INSIDE	OUTSIDE	OPPOSITE
NEAR	NEXT TO		

INTELLIGENCES: BODILY-KINESTHETIC, AND INTRAPERSONAL

"Simon says" is a well-known game. It is useful for teaching a target language because students relate vocabulary with active movements. At the beginning the teacher can act as "Simon"; this person is the one who gives instructions to the rest. The other participants have to do what "Simon" says. In this case, as it is necessary to practice prepositions of place, "Simon" asks students to move to diverse places and positions by using the former prepositions. For instance:

"Simon says" everybody under the table. "Simon says" everybody stand up between two chairs.

Once students dominate the game, they can also take the role of "Simon", and give commands to the rest members of the group.
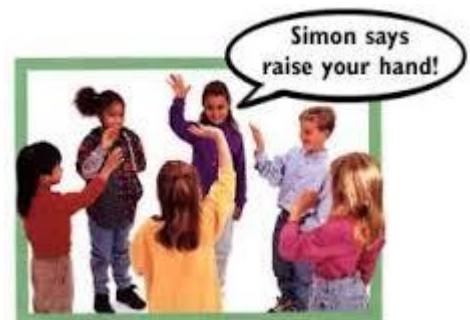
11. MUSIC MIX

PAGE 26

HEAVY METAL	HIP HOP	JAZZ	POP	PUNK
RAP TECHNO	REGGAE	ROCK	SALSA	SOUL

INTELLIGENCES: MUSICAL, INTERPERSONAL, AND INTRAPERSONAL

The teacher presents a selection of songs. Each one is representative of its genre. Once students have identified the different genres, the teacher can play other songs. Students have to recognize which genre belongs to the song that is being played. At the beginning, their opinions might differ from each other. That is a good opportunity for a debate to defend their opinions. At the end of the activity, students are asked to write a composition explaining which genre they liked the most.

12. PRODUCING MUSIC

PAGE 27

ENJOY	FASTASTIC	FESTIVAL	HAIRDRESSER´S
INTERESTED	INTERVIEW	METAL	NOTICE

INTELLIGENCE: MUSICAL, BODILY-KINESTHETIC, AND INTERPERSONAL

Students have to show where the stress of each word is placed. The teacher explains the students they have to whisper the unstressed syllables, but when the syllable is stressed, students show it by raising their voices and clapping. In this way, students realize where to emphasize each syllable. This activity is made in groups. The teacher gives a word and the whole group has to debate where the stressed syllable is. All students must be synchronized in order to be able to whisper, raise their voice, and clap at the same time.

13. CARDS

PAGE 32

REVIEW UNIT 1 AND 2

INTELLIGENCES: BODILY-KINESTHETIC, AND INTERPERSONAL

This activity is great for reviewing the vocabulary previously learnt. Also, you can review any grammatical structure that has been seen so far. The only thing that teachers need is a deck of cards. The number in the card represents the number of word that students have to say. Each rank represents the grammar category. For example:

♣ Clubs: verbs

♥ Hearts: Adjectives

♦ Diamonds: Nouns

♠ Spades: Adverbs

The student has to say what the card is asking for. Once he or she has done it, the student "wins" the card. At the end of the game, the student who has more cards wins the game.

14. THE BROKEN PHONE

PAGE 34

BUILDINGS BURN	FLAMES	HILL	SIT	
SMOKE	STAND	TOWN	STAND	
STREET				

INTELLIGENCES: VERBAL, KINESTHETIC, AND INTERPERSONAL.

This activity is useful for helping students improve their pronunciation. The teacher divides the class in two groups. Then, he or she chooses one student per group. The teacher says a sentence to each student that represents a group. Once the teacher says the statement, each student has to whisper the phrase to the next student. At the end, the last person writes down on the board what he has heard from his classmates. The closest phrase to the original one wins the game.

15. TIC, TAC, TOE

PAGE 123

IRREGULAR VERBS: BE-FEEL

INTELLIGENCES: NATURALISTIC, VERBAL, AND INTERPERSONAL.

Divide the class into 2 groups. Draw a 4x4 grid on the floor. Explain to the students they need to get 4 in a row. Students themselves are going to play as "pieces." One group plays as **O** and the other plays as **X**. In this game students have to win the privilege of being in the rid by answering rapidly and correctly which the simple past are and past participle of the verbs that teacher asks. This activity can be even funnier if there are 3 or more grids. In this case, students are running for the whole patio trying to dominate the different grids.

16. THE AIRPLANE

**VOCABULARY PAGE 123**

VOCABULARY

IRREGULAR VERBS: FIGHT – LEND

INTELLIGENCES: BODILY-KINESTHETIC, AND INTERPERSONAL

This activity is well known by students because it is a traditional game in Ecuador. However, it can be used as an excellent way of reviewing vocabulary while students are at the same time interacting and enjoying their learning process.

The teacher draws an airplane figure on the floor. Each part of it is labeled with a number. These are written in an ascending order until number ten. As the following graphic.
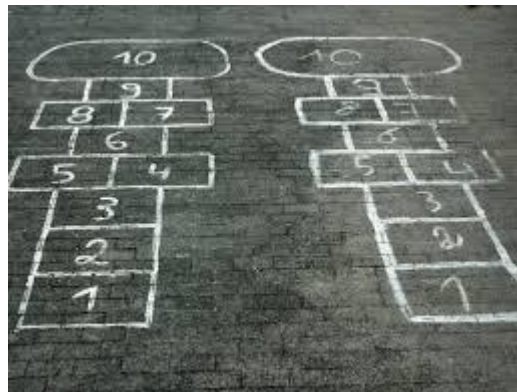
The student has to reach the head of the airplane. However, the numbers of verbs that students have to say is according to the number of the stage. For example: If the student is on stage number 1, he or she has to say one verb. Verbs cannot be repeated. The first student who reaches the top wins.

17. PAIRS

VOCABULARY PAGE 123

VOCABULARY: IRREGULAR VERBS

FIND – LEND

INTELLIGENCES: SPATIAL, BODILY –KINESTHETIC, AND INTERPERSONAL

Divide the class in two groups. On the board, place cards face down. Those cards are mixed up with the infinitive and simple past of the verb. Students have to match the corresponding verb with its simple past tense form. The group that finds more pairs is the winner.

18. BATTLE SHIPS

VOCABULARY PAGE 123

VOCABULARY: IRREGULAR VERBS

LET - SHOW

INTELLIGENCES: SPATIAL, BODILY-KINESTHETIC, AND INTERPERSONAL

Divide the class in groups from 2-4 people. Each group has its own ship made of sticks. The ships have names. For example: Wisconsin, West Virginia, Oklahoma, Idaho or any other category required by the teacher. The goal of the game is to destroy opposite ships. How? Students choose a ship as a target by mentioning its name. The bullet is an irregular verb in infinitive form. The ship that is being attacked must say the simple past form of the verb. If the attacked ship cannot reply correctly it loses one stick. After saying each verb students have to say "bang!" For example:

Example A.

A: My ship wants to attack Idaho ship. "Mean." Bang!

B: "Meant." Bang!

Example B.

A: My ship wants to attack the Oklahoma ship. "See." Bang!

B: "See" (incorrect answer)

A: Bang Bang! (winners remove one stick of Oklahoma ship)

Note: Students have removed correctly the stick from the ship that is attacking.

Otherwise, their ship loses the stick.

19. TABOO GAME

VOCABULARY PAGE 123

VOCABULARY: IRREGULAR VERBS

 BE TO WRITE.

INTELLIGENCE: VERBAL, AND INTERPERSONAL

The popular game taboo can help to perform a funny vocabulary activity. The teacher shows the verb that students cannot mention. The can only explain the definition. The teacher divides the class in two groups. Then, he or she chooses one student per group. The teacher shows the verb. Students can explain the definition of the verb but without mentioning the verb itself. Students have only one minute to define the verb. If the group does not guess what the secret verb is, the chance for the contrary group to guess until the verb is guessed by taking turns.