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## **ABSTRACT**

This proposal encourages the teachers to use MI based activities in the classroom and sets forth a variety of them that are suitable for all the Intelligences to reinforce the vocabulary of the topics of the book Catch 6 used in the seventh grade, Class “A” and Class “B” of the Julio Maria Matovelle Elementary School of Paute. The students in both classes were not motivated to learn English, they usually complained about the activities they were asked to fulfill, and the majority of them forgot the learned vocabulary in a short period of time, which caused the students to get low grades in the subject. To face this problems, and considering that no one learns in the same form since everybody has their own way of understanding the world and solving their problems, a variety of Multiple Intelligences-based activities were planned to reinforce the learned vocabulary. This work aimed to engage the students in learning English through activities that were interesting for all of them and to observe if there was an improvement in the students’ grades after they had received reinforcement with the planned activities. The proposed activities were applied in a certain period of time and data was collected from two main sources: interviews with the English teacher and the mandatory tests from the book. Finally, after the application of the proposed activities, there was noted an increment in the students’ grades. In addition, a positive change in their attitudes toward the target language was seen.

### KEY WORDS

Teach, Reinforce, Vocabulary, Acquisition, Factors, Advantages, Classroom, Gardner’s Theory, Multiple Intelligences, MI-based activities, Engaging activities

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Facultad de Filosofía, Letras y Ciencias de la Educación  
Departamento de Investigación y Postgrados  
Maestría en Lengua Inglesa y Lingüística Aplicada**

**Título:**

**A proposal to Teach and Reinforce English Vocabulary Through Engaging Activities Suitable for All the Multiple Intelligences in the Seventh Grade of the Julio Maria Matovelle Elementary School**

**Tesis Previa a la obtención  
del Grado de Magíster en  
Lengua Inglesa y Lingüística Aplicada**

**Autor: Lcda. Magdalena Elizabeth Méndez López**

**Director: Magíster Katherine Henley Youman**

**Cuenca- Ecuador  
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*Al presentar esta tesis como uno de los requisitos previos a la obtención del título de Maestría en Lengua Inglesa y Lingüística Aplicada, por la Universidad de Cuenca, autorizo al Centro de información Juan Bautista Vásquez para que haga de esta tesis un documento disponible para la lectura, según las normas de la universidad.*

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Lcda. Magdalena Méndez L.

Cuenca, 06 de Febrero del 2012



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## *DEDICATORY*

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This work is dedicated to Nila López, my dear mother, for her sacrifice and help during all my life; to Milton Pumacuro my dear husband, and to John Pumacuro my beloved son for being my motivation and reason to always go ahead. I could never have reached this goal without them





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## INTRODUCTION

Why do some students succeed in some subjects and fail in others? Why are the activities presented by teachers not liked by all the students in a single class? What can a teacher do to engage all the students in the subject and keep them interested? In the teaching-learning process it is important to consider that no one learns in the same form; everybody is different and has their own way of understanding the world and solving their problems.

According to Constructivist Pedagogy, knowledge should be acquired in an active way; not passively. In other words, the students are the ones who should construct their own knowledge. Therefore, on the premise that human knowledge is not acquired in a passive way, but actively facilitated by the instructor, some important factors should be considered in teaching English, such as the characterization of the different forms in which learners acquire language and teaching methodology that fulfill the students' learning needs and engage them in the teaching-learning process. The teaching-learning process must allow students to acquire the language in a natural way. Consequently, to facilitate the natural acquisition of the language, a teacher should set up a variety of engaging activities in diverse contexts keeping in mind that all students are different and have their own way of learning; ways that Dr. Howard Gardner defined as multiple intelligences in his book, Frames of Mind, 1983.

Moreover, we cannot leave aside the fact that the first thing a person of any age, who wants to learn a new language, needs to acquire is a large range of words; hence, the importance of teaching vocabulary.

If all these aspects are not considered there could be problems in the teaching-learning process, problems such as unmotivated students, the use of inappropriate material and teaching techniques, students that do not receive meaningful learning, and frustrated teachers.

In Paute, in the Seventh Grade of the Julio Maria Matovelle Elementary School I could find all these problems. During the foreign area meetings of which I am the coordinator, and in a personal interview, the teacher pointed out that she was

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having problems with the Seventh Grade Class A and Class B. According to her, not all the students liked doing the activities presented in the book. In addition, most of the time a single activity seemed to be easy for a certain number of students and very difficult for the rest of them. Finally, the acquired vocabulary was forgotten by almost all the students in less than a week; all these aspects were the cause for students' low grades. Aside from that, the teacher admitted that she did not know how to manage all the situations she had in the classroom.

Bearing in mind that every student is not alike, that acquiring vocabulary is the first stage in learning a language, and that engaging activities can be the key to overcome all the mentioned problems, I proposed to use multiple intelligences-based activities in the class. Based on theoretical information about Gardner's theory from my instruction as an English teacher and having tried multiple intelligences-based activities in my own classes during my experience as an elementary school teacher, I was convinced that those kind of activities would improve the teaching-learning process by helping students acquire vocabulary in a meaningful way as well as helping the teacher set up a variety of activities that would meet all students' needs and the problems presented in the Seventh Grade. Although I had no doubt that my suggestion would work since they have been used in several of my own classes, its effectiveness had to be proved. Therefore, I applied a multiple intelligences test to the students, in order to find out if all the intelligences were present and if it was worthwhile to work with of them. Moreover, I interviewed the teacher to comprehend the details of the problems she was having and to understand her knowledge about teaching methodology.

Based on the results of the multiple-intelligences test and the information given by the teacher, I planned to develop my study oriented toward the following aspects: First of all, this thesis goal was to be an instructive contribution to the teacher and the institution itself; thus, to fulfill its goal, I decided to divide my work into four chapters.

The First Chapter contains information about theoretical research on vocabulary, vocabulary acquisition, and the different factors influencing it. Moreover, this chapter talks about the theory of the multiple intelligences and the advantages of

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using it in the class. This first chapter was developed in order to make teachers aware of the importance that vocabulary acquisition in learning a language has, and the effectiveness of considering multiple intelligences in the class.

Then in the second chapter, there is information regarding methodology, including the subjects involved in the research, the materials used to collect data, and the materials used to design the activities to be applied in the study. The chapter refers to the procedures of the activities application and the data collection as well. It was developed to explain the ways of work carried out in this study.

The Third Chapter presents engaging extra activities based on the Multiple Intelligences Theory to reinforce English in the seventh grade of the Julio Maria Matovelle Elementary school. The chapter was developed to create MI based activities to be applied in this study. Those activities will also serve as an example of how MI based activities should be organized and the way they should be applied in the classroom.

Finally, the Fourth Chapter presents the results which are analyzed and interpreted in order to know whether the proposed teaching methodology and activities have worked or not; in other words to corroborate the effectiveness of all that was proposed in this thesis, to see if there was an increment in the students' grades. After that, based on the results, the conclusions and recommendations of the study were set forth.



## CHAPTER 1

### 1. VOCABULARY

Vocabulary, as defined in the American Heritage Dictionary, is the sum of all the words of a language. (“vocabulary”). This dictionary also defines “word” as meaningful sound or combination of sounds, or its representation in writing that form a meaningful unit of language (“word”). However, in the article, A focus on Vocabulary, by Fran Lehr (p.2), it is clearly explained that the concept for “vocabulary” is more complex since there are two main aspects to be considered about words.

First, words have two different forms: the oral form which is recognized and used in listening and speaking, and the printed form which is recognized and used in reading and writing. Second, in the same way, we comprehend words in a receptive and productive way. In the receptive way we understand words by hearing or seeing them. In the productive way; on the other hand, we use words for speaking or writing.

In the article, it is stated as well that the definition of vocabulary, related directly with education, has different meanings; for example, the word, “Vocabulary”, for the teacher and students of elementary levels is understood as a set of basic words that students should know in English. In contrast, for teachers and students of upper elementary levels or high school, “Vocabulary” is understood as difficult or unknown words found in oral or written texts. However, for the purpose of this thesis both concepts, vocabulary as a basic set of words that students should know, and vocabulary as unknown words in oral and written texts, related with education, are important.

### 1.2. VOCABULARY ACQUISITION

In order to learn any language, the first thing a person of any age should acquire is a large number of words. As Michael Lewis said in his work, Pedagogical Implications of the Lexical Approach, “The single most important task facing language learners is acquiring a sufficiently large vocabulary”. (Lewis, p. 260)

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Moreover, in L2 Vocabulary Acquisition through Extensive Reading by Craig Deville (28) and in The Lexical Plight in Second Language Reading by Batia Laufer (p. 42), the importance of vocabulary acquisition is pointed out since for these authors the amount of vocabulary knowledge determines communication. Thus students need to understand at least 95% of the words to comprehend a text. Then if a student has a lack of vocabulary knowledge, he also will suffer from a lack of reading comprehension.

Based on my experience as a teacher, I consider that it is very important for our students to know words. Although Deville and Laufer's statement on the importance of the amount of vocabulary knowledge is oriented to reading, in my opinion it can be applied not only for reading but for communication, since the more words a student knows the better he/she will communicate in a written or oral way. In the work Vocabulary, McCarthy wrote, "no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in a meaningful way". However, what does to know a word mean? Stephen Krashen, in his work The Natural Approach to Language Acquisition in the Classroom, makes a distinction between learning and acquiring a language. For him acquiring a word is more than knowing its spelling and pronunciation; it is to know how to use it accurately in real life, not just in some controlled situations that can be practiced in a classroom.

Consequently, teaching long lists of words to be tested on with respect to Spanish translation every week does not work anymore. That old technique, by which we were formerly taught, should not be taken into account to teach vocabulary nowadays; if the teacher does so, students will get very bored; it will not allow them to use the language in real situations since they will be learning words in an isolated way and will not know how to combine them properly. Thus, they will make mistakes all the time and they will end up hating the acquisition of English. Therefore, English vocabulary should be learned in context, since as stated in Linguistics in Language Teaching by David Wilkins, learning vocabulary is to learn how words are related among themselves and how words are connected to external reality.

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Paul Nation, in his article Teaching Vocabulary, mentions that there are three main aspects to be taught about words: meaning, form, and use. According to Nation, for effective vocabulary teaching it is necessary to work out what needs to be taught about a word. Regarding meaning, it is necessary to consider the following questions: is the word a loan word in the first language (L1)? Is there a L1 word with the same meaning? Does the word fit into the same sets as an L1 word of similar meaning?

In relation to the form, the parts, speaking and written form of words must be considered. It is important to know if the students can identify known affixes in the word, if students are able to repeat and write the word accurately when they hear it.

Finally, the grammatical functions, collocation and constraints have to be considered concerning use and whether the word fits into predictable grammar patterns. Does the word have the same collocations as L1 words of similar meaning? Does the word have the same restrictions on its use as an L1 word of similar meaning? These are the questions that should be answered.

Nation gives us a guide to know what is important when teaching a word by setting up the aspects and questions mentioned before. What is more, he also suggests some vocabulary exercises to be used. For him the efficiency of teaching vocabulary also relies on the techniques used to teach which are also based on meaning, form and use. (Nation, p.3)

According to Nation, word and picture matching or association, word and meaning matching, labeling, sentence completion, crossword puzzles, semantic analysis, and completing lexical sets are useful exercises to work on meaning. On the other hand, following spelling rules, recognizing word parts, building word family tables and note taking or writing down words are helpful exercises for working on form. To work on the use of words, it is helpful to use sentence completion, collocation matching, collocation tables and interpretation of dictionary entry exercises. (Nation, p.6)

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The different pointers on how to teach vocabulary presented by Nation will be considered at the time of designing the activities that will be proposed in this thesis.

### 1.3. FACTORS INFLUENCING VOCABULARY ACQUISITION

After considering some definitions and the importance of vocabulary in learning a language, it is the teacher's responsibility to set up a variety of activities which facilitate the acquisition of vocabulary in an easy and relaxed way. To accomplish the goal of effective vocabulary teaching, it is important to know what aspects could influence vocabulary acquisition. For Tracey Tokuhama-Espinosa there are ten key factors that influence vocabulary acquisition.

In her book, Raising Multilingual Children, she states that Aptitude, Timing, Motivation, Strategy, Consistency, Opportunity, the Linguistic Relationship between the Languages, Siblings, Gender and Hand-Use, as it reflects cerebral dominance, are all important. Bearing in mind these factors can help parents and teachers in their vital roles as guides in the children's language learning process.

It is expressed in the book that everyone is born with certain aptitudes that are not alike in all individuals. Therefore, people with a natural aptitude for foreign languages will easily learn the target language. As teachers, we can enhance our students' natural aptitudes.

Timing refers to the different stages in which skills can best be learned. There are three windows of opportunity for foreign language acquisition. The first and "easiest" is from birth to nine-months. The second is between four and eight years of age, due to children's lower inhibition levels. The third is from nine-years and onwards as the brain reaches its full size.

Motivation can be positive or negative. Vocabulary acquisition is really effective when the students are motivated to learn the language; not when the language is forced on them.



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Moreover, about strategy, it is really important to be conscious of the current ways or techniques for teaching. Teachers have to choose the appropriate methodology or the best combination of techniques to fulfill their students' needs.

Consistency has to do with the ability of being constant after choosing certain strategies. No strategy is more efficient than another but it is important to maintain the chose guidelines in order to improve the teaching-learning process.

Opportunity is about the chances students have to use the language in real situations. Since in our country opportunities to practice the target language out of school are small, teachers have to create interesting exercises for their classes.

The linguistic relationship between languages is another factor that affects vocabulary acquisition. If the target language shares roots with the mother tongue, it is easier to learn because of the similarities in grammar, vocabulary, and sound systems.

Siblings can have positive or negative influences on vocabulary acquisition; on the positive side, siblings learn a great deal from one another as they have a greater number of verbal exchanges and conversations in a day. However, on the negative side, one child may dominate the language exchange and stunt the other's development.

Gender also can affect vocabulary acquisition since boys and girls approach language from different parts of the brain and this is influential in both first and second language acquisition.

The last factor affecting vocabulary acquisition is hand-use since it reflects cerebral dominance. Most people have their main language area of the brain in the left hemisphere, but a small percentage (30%) of those who write with their left hand and five percent of those who write with their right hand actually have language spread over a greater area. This group may favor different teaching

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methods.

Finally, the author also affirms that there is a unique combination of the ten factors mentioned above affecting each individual's vocabulary acquisition. Therefore, her last affirmation, in my opinion, is extremely important to take into account since it stresses the fact that teachers should not choose just one teaching technique, but rather a suitable combination of techniques keeping always in mind the needs of our students.

### 1.4. MULTIPLE INTELLIGENCES THEORY

Have you ever thought about why some activities are easy for some students and difficult for others? Or why some students in your class succeed easily but others don't? We, as teachers, should be aware that our students are not alike; each student has his/her own way of perceiving the surrounding world and this drives us to learn in a different way.



Dr. Howard Earl Gardner, researcher, Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education and adjunct Professor of Neurology at the Boston University School of Medicine, has researched these different ways of learning and

stated the Multiple Intelligences Theory.

According to Gardner's work, Frames of Mind (1983), people do not learn in the same way; there are eight ways to acquire knowledge. These different ways of learning, Gardner calls intelligences and they are **Verbal/Linguistic**, **Logical/Mathematical**, **Visual/Spatial**, **Bodily/Kinesthetic**, **Musical/Rhythmic**, **Interpersonal**, **Intrapersonal**, and **Naturalist**. These intelligences are located in different areas of

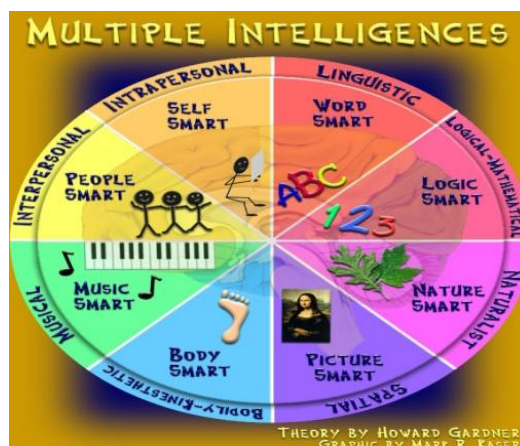


Figure 2: Multiple Intelligences Wheel by Mark R Kaser

the brain and can work either independently or together. "This theory is an account of

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human cognition in its fullness. The intelligences have provided a new definition of human nature, cognitively speaking” (Gardner, qtd. in Tapping into MI).

Several methods and techniques have been used over time in the teaching of English as a Foreign Language in order to attempt to meet all students’ needs. However, in 1983 Dr. Howard Gardner proposed the Multiple Intelligences Theory, which seems to have most of the answers teachers were looking for.

Dr. Gardner’s work has been marked by a desire not to just describe the world but to help to create the conditions to change it. Intelligence is not fixed, but instead is a set of abilities and skills. This is why someone may do extremely well in one situation, while having great difficulty in another. Intelligence develops, and can be improved by learning to make the most of your natural abilities. Consciously making use of your full range of intelligences leads to well-balanced learning, while promoting creativity and new ways of thinking.

Dr. Gardner affirms that the eight intelligences rarely operate independently. They are used at the same time and tend to complement each other as people develop skills or solve problems. In addition, people have a unique blend of intelligences, and it is useful for us, as teachers, to know the characteristics of each one. Based on the intelligences characteristics proposed by Gardner in his works, Frames of Mind, (1983) and Intelligence Reframed (1999), teachers can realize which intelligence is the dominant intelligence of each student by using activities based on the different intelligences and observing carefully their students’ achievements. Multiple intelligences tests can be applied as well. Students, whose dominant intelligence is Verbal/linguistic, for example, are good at using language, including reading, writing, speaking, and other forms of verbal and written communication. Therefore, having them keep journals, play word games, and encouraging discussion are some activities that can enhance their natural abilities.

Logical/Mathematical students are good thinkers and problem solvers. They see patterns and relationships, use inductive and deductive logic, and numeration. Among the activities that can improve their abilities are playing strategy games; solve mathematical problems, critical-thinking activities, linear outlining, and logic puzzles.

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In the case of Visual/Spatial students, they are very imaginative and like to learn from visual presentations. Moreover, they love drawing, painting or sculpting and often express themselves through art. Useful activities for them are those containing charts, graphs, diagrams, graphic organizers, videotapes, color, art activities, doodling, microscopes and computer graphics software.

Students for whom Bodily/Kinesthetic intelligence is their most developed intelligence process information through the sensations they feel in their bodies. They are good at sports and physical activities, such as moving around, and acting things out. They usually express themselves through dance. This intelligence can be enhanced by the use of touching, feeling, movement, improvisation, "hands-on" activities, permission to squirm and wiggle, facial expressions and physical relaxation exercises.

Students whose Naturalistic intelligence is developed are aware of their surrounding environment. They are good at classifying and recognizing nature. In order to foster their abilities, classification, patterns and order, comparing and contrasting, and connections to real life activities can be used.

Musical students have the capability to create music. They are good at understanding, and interpreting musical pitches, timbre, rhythm, and tones as well. Playing music for the class and assigning tasks that involve students creating lyrics about the material being taught are good activities for them.

Intrapersonal students understand themselves and their emotions motivations; they are aware of their strengths and weaknesses. Therefore reflective activities such as journaling, or activities designed to express their individual emotions, are good for them.

Interpersonal students have the ability to understand others, their emotions, motivations, moods and actions. Group work and cooperative learning activities are good for them.

Keeping in mind the Multiple Intelligences Theory, teachers will identify the way in which students learn better and look for the most suitable methods and techniques to facilitate meaningful learning. "Gardner's theory gives teachers the

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chance to present real problems in the class, so that students can solve them as if they were in the real world, helps them adapt and survive in their environment". (Beare, p. 8) As Claudio de Paiva Franco states in his article, E-Learning and Multiple Intelligences, Multiple Intelligences in English-learning grants independence and autonomy in the students. (De Paiva Franco, p. 6)

### **1.5. ADVANTAGES OF USING MULTIPLE INTELLIGENCES IN THE CLASSROOM**

Teaching cannot occur without students, but learning can occur without teachers. Therefore, it is important to ask ourselves, as teachers, does teaching necessarily imply learning? Using the Multiple Intelligences Theory in the classroom helps us and our students to realize that there is more than one way to be smart.

This theory can help students that are not alike and do not learn in the same way. Teachers should be aware that in any classroom situation, students will be of mixed abilities to learn English vocabulary and acquire the language in an individual way. Moreover, based on the Multiple Intelligences Theory, the teacher will be able to consider the students' intellectual ability more clearly and see that music, visual arts, and dance, for example, are as valuable as any other traditional methodology in the learning process.

As is expressed in the workshop, Tapping into Multiple Intelligences, by Educational Broadcasting Corporation, by including multiple intelligences in the classroom, teachers will provide opportunities for authentic learning based on their students' needs, interests and talents. Moreover, students will be able to demonstrate their strengths and split their intelligences. The MI based activities can lead to an increase in self- esteem, fostering in students the desire to be active learners.

To conclude, the Multiple Intelligences Theory enhances the teaching-learning process by helping teachers to choose the best activities to meet their students' needs and by helping students to have meaningful learning.



## CHAPTER 2

### 2. SUBJECTS

In any research, the participants are fundamental since they are the basis of the investigation and allow the researcher to observe whether the goals of the work were accomplished or not.

There were 64 participants in this work. They were 11 and 12 year olds, and were studying in the Seventh Grade of the Julio Maria Matovelle Elementary School. In the grade there were two classes: Class A with thirty-four students, 15 females and 19 males. Class B with thirty students, 16 females and 14 males; according to the curriculum they had four periods of English classes per week. The class periods were 45 minutes each. In the future students will have the same amount of class periods to be taught three times a week. Even though the school is private, only just a year ago students had a teacher for the first time who had the appropriate training for a teacher.

#### 2.1 MATERIALS

Two kinds of materials will be used for this work. The first kinds of materials are used to collect data and the second are used with the students in order to accomplish this research.

##### 2.1.1 MATERIALS TO COLLECT DATA

The materials to be used to collect data are first a Multiple Intelligences Test.

This test was applied to see if all of the intelligences were present in students of the Seventh Grade of the Julio Maria Matovelle Elementary School, and if it was worthwhile to work with all the intelligences.



MULTIPLE INTELLIGENCES TEST-BASED ON HOWARD GARDNER'S MI MODEL

Put an X in the happy face column if your answer is Yes.

Put an X in the sad face column if your answer is No

Put an X in the triangle column if your answer is A little.




			
I can play a musical instrument			
I often have a song or piece of music in my head			
I find it easy to make up stories			
I have always been physically well co-ordinated (run, jump,			
Music is very important to me			
I am a good liar (if I want to be)			
I play a sport or dance			
I am a very social person and like being with other people			
I find graphs, charts and diagrams easy to understand			
I find it easy to remember quotes or phrases or poems or song			
I can always recognize places that I have been before, even			
When I am concentrating I tend to doodle			
I find mental arithmetic easy (sums in my head)			
At school one of my favourite subjects is / was English			
I like to think through a problem carefully, considering all the			
I love adrenaline sports and scary rides			
I enjoy individual sports best			
I find it easy to remember telephone numbers			
I set myself goals and plans for the future			
I can tell easily whether someone likes me or dislikes me			
To learn something new, I need to just get on and try it			
I often see clear images when I close my eyes			
I don't use my fingers when I count			
At school I love / loved music lessons			
I find ball games easy and enjoyable			
My favourite subject at school is maths			
I always know how I am feeling			
I keep a diary			
My favorite subject at school is / was art			
I really enjoy reading			
It upsets me to see someone cry and not be able to help			
I prefer team sports			
Singing makes me feel happy			
I am happy spending time alone			
My friends always come to me for emotional support and advice			

Table 1: Multiple Intelligences Test based on Howard Gardner's MI model

Autor:

Lcda. Magdalena Elizabeth Méndez López



Then questionnaires were used in order to get information from the teacher through personal interviews.

Questionnaire One was used to find out the details of the problems the teacher was having in her classes and whether she knew or not about Multiple Intelligences.

### **QUESTIONNAIRE ONE FOR PERSONAL INTERVIEW WITH THE TEACHER**

1. How are the grades of your students?
2. Do all your students work actively in class?
3. Have they ever complained about having English classes?
4. Do they like working in the book?
5. Does English seem to be difficult for them?
6. In which part of the language do you consider they have more trouble?
7. Is there any student that behaves incorrectly in class?
8. How are the grades of your students?
9. Do you use other activities aside from those in the book?
10. Do you think that the problems you are having can change by changing your way of teaching?
11. Have you heard about Multiple Intelligences?
12. Have you ever tried to incorporate multiple intelligences in your teaching?
13. Would you like to try them in your classes?

Questionnaire Two was used to find out how students changed after the proposed activities in this thesis were applied.

### **QUESTIONNAIRE 2 FOR PERSONAL INTERVIEW WITH THE TEACHER**

1. Have your students changed their attitudes toward learning English?
2. Have you noticed any change in their behavior?
3. Do they participate actively in class?



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4. How are the grades of your students now as compared to before?
5. What is your opinion concerning changing the methodology? Was it good for you? Was it bad? Was it difficult?
6. What is your opinion about Multiple Intelligences now?
7. Would you consider Multiple Intelligences in your planning from now on?
8. What was your experience while trying MI-based activities with your student?

Finally, there were the mandatory tests from the book that the students normally took which were utilized to see if the students had improved their grades or not.

This is the vocabulary part of the mandatory test that corresponds to the second unit.





Name: \_\_\_\_\_

Date: \_\_\_\_\_

**1 Look and label.**

\_\_\_\_\_ / 6 pts.



\_\_\_\_\_



\_\_\_\_\_



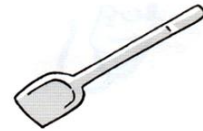
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**2 Read and match.**

\_\_\_\_\_ / 5 pts.

If you go paintballing,

If you go whitewater rafting,

If your knee hurts,

you shouldn't play soccer.

sleep 8 hours every night.

If you ride your bike,

wear a life jacket.

you should wear elbow and knee pads.

If you want to get better,

wear coveralls.

Figure 3: Mandatory Test for Unit Two

This is the vocabulary part of the mandatory test that corresponds to the third unit.



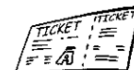
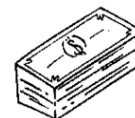
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Find, circle and match.**

\_\_\_\_ / 6 pts.



E	W	D	R	B	I	N	C	Y	C	
S	U	I	C	A	S	F	R	U		
P	A	M	F	J	B	F	L	I		
A	R	A	I	R	I	U	U	C	D	
S	E	N	N	R	I	M	G	H	I	
S	I	C	S	E	L	A	K	G	M	B
P	C	H	T	N	S	S	A	O	O	
O	Y	I	N	C	H	M	G	N	O	
R	B		R	Y	D	I	E	W	K	
I	C	K	E	T	B	U	Z	G		



**Read and complete.**

\_\_\_\_ / 4 pts.

Dear diary,






Last week I visited my grandma. First, I  packed \_\_\_\_\_ my suitcase. Then, I  \_\_\_\_\_ to the bus station and bought a ticket. On the bus I  \_\_\_\_\_ a movie and I  \_\_\_\_\_ a sandwich and a cookie. When I got to my grandma's house I  \_\_\_\_\_ my mom and dad.

Figure 4: Mandatory Test for Unit Three

In addition, the other material used with the students was the book Catch 6 since the vocabulary topics which were to be reinforced were found in this book.



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## “CATCH 6” BOOK DESCRIPTION

After analyzing the book, Catch 6, which was being used in the seventh grade to learn English, I realized that this book is made up of ten units, each one designed for a month of study. The different chapters present only techniques for teaching vocabulary through activities that offer little support for further reinforcement of the words introduced. These limitations of the book restrict the use of language for real communication.

In Unit Two, which is about extreme sports, for example, the vocabulary about extreme sports and equipment is presented with pictures to label. Then there is a role-play to practice the vocabulary with adjectives related to the sports, but the adjectives have not been introduced before. There are only written words to be used in a role-play. Then there is a listening activity for listening about equipment while marking the pictures. After that, the book asks the students to look at the pictures and say the names of the equipment. Then there is a reading activity with some questions to answer, but it is about giving advice. Next, there is another “look and say” activity and “listen and circle” activity, but about personal pronouns and verb “to be” contractions. Finally, there is a picture story that has nothing to do with the introduced vocabulary.

That is the structure in all the units in which the vocabulary is presented by labeling, matching or crosswords activities. Then there are two or three activities to practice the vocabulary which come along with the book: “listen and mark” or “look and say”. The rest of the activities do not contain the introduced vocabulary.

Therefore, talking about the vocabulary in the book, the chapters present new vocabulary in all the units, but there is little practice with the introduced words. Moreover, as mentioned before, there are only a few techniques that are repeated in the book to present and practice vocabulary.

To conclude, the book does not concentrate on using the introduced vocabulary and the units do not allow the students to retain and use that vocabulary.



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Then there are the proposed activities in this thesis to supplement Catch 6 which are presented in Chapter Three and were designed for Unit Two of Catch 6, Let Yourself Go and Fly through the Air! and Unit Three of Catch 6, Round the World in Forty Days since aside from number one, which was a review of the former year's vocabulary, these units were the ones that introduced new vocabulary. The activities are divided according to each unit and there are eight per unit. There is one specific activity to be applied for each of the Multiple Intelligences. Moreover, at the beginning of each set of activities there is the title of the unit and the vocabulary corresponding to that unit; after that, to give a general view of the unit content, there is a graphic organizer indicating the Multiple Intelligences and the corresponding activity for each one.

In addition, each activity comes with an instruction sheet for the teacher in which is explained the characteristics of the activity and the procedure as well. In the teacher's sheet, the name of the activity is clearly indicated, the level or grade for which it is suitable, the task students should develop in the activity sheet, the purpose of applying the mentioned task, the way in which the class should be organized, the vocabulary teaching strategy, according to Paul Nation, that is used, the intelligence for which the activity is suitable according to Howard Gardner, the estimated time to develop the activity, and the procedure the teacher should follow to help the students develop the task.

It is necessary to mention that 90% of the activities proposed in this thesis are designed by the author using pictures from websites, such as allkidsnetwork, esl-tower, crayola, afunck, edupics, and many other free coloring pages that can be easily reached by anyone. On the other hand, 10% of the activities, such as songs, rhymes, and poems, are the same as presented by the authors, but the way of using them is specifically designed for the purpose of this thesis.

All the activities presented in this thesis are based on Nation's principles for vocabulary acquisition and the techniques for teaching vocabulary. Also Gardner's Theory of Multiple Intelligences is used to cover the students' ways of learning; some activities could seem to be for practicing grammar, or other aspects aside from

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vocabulary, but that is not so since all of them are designed under Nation's strategies for creating exercises to practice vocabulary in context together with Gardner's Theory of Intelligences. The activities were designed taking into account the students' previous knowledge of English and their ages.

Additionally, extra material for the teacher to complement the ideas presented in the activities can be found in the annexes. Photocopies of those activities will be needed by teachers who wish to apply these exercises. Moreover, there are materials which are of everyday use, such as pencils, colored pencils, erasers, glue, pieces of cardboard, scissors and rulers, among others, which will be used to develop the activities.

## **2.2. DATA COLLECTION PROCEDURES**

Concerning procedures for collecting data, questionnaires and tests were used. First, at the beginning of the study Questionnaire One was used to interview the teacher personally. This interview was to find out the exact problems she was having in the class, and how much she knew about the use of multiple intelligences in the class.

Then the Multiple Intelligences test was applied to the students in order to find out if all the intelligences were present in the classes and the percentages of each one. For this study it was decided that if any intelligence was present in a percentage less than 3%, that intelligence would not be considered. Because of the duration of the class periods and the extension of the test, the multiple intelligences test was divided into three parts for its application. The students took the test with the teacher's help to understand the statements through flash cards, mimes and translation in the mother tongue when it was necessary.

After that, the teacher applied the activities proposed in this thesis and then she gave the students the mandatory tests from the book corresponding to vocabulary; since the activities presented in this thesis were used as reinforcement of the topics from the book, it was convenient to use the tests presented in it. The objective of these tests was to see if the students got better grades after they



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received reinforcement of the unit vocabulary with multiple intelligences-based activities.

Finally, Questionnaire Two was used to interview the teacher in order to know her opinion about the implemented methodology and its effect on the students. Since the tests gave quantitative results, this interview was oriented towards discovering the teacher's point of view concerning the presented activities and behavioral changes she noticed in the students.

### 2.3 PROCEDURES FOR THE APPLICATION OF THE ACTIVITIES

The proposed MI-based activities were designed to reinforce the vocabulary from Units Two and Three of the book Catch 6. They were applied after the students learned English using their books.

In Class "A", the teacher taught Unit Two with the activities in the book as usual. She waited a week and evaluated the students on vocabulary. Then she reinforced the topic with the activities proposed in this work, waited another week, and evaluated the students again. In Unit Three, on the other hand, the teacher reinforced the topic with the same activities from the book.

In Class "B" the teacher taught Unit Two with the activities in the book, waited a week, and evaluated the students. Then she reinforced the vocabulary using the activities in the book once more, waited another week and evaluated the students again. However, in Unit Three she used the activities proposed in this work to reinforce the vocabulary of the unit.

Moreover, for the application of each activity the teacher followed the procedure indicated in the teacher's sheets which were given along with each activity sheet.

It is worthy to mention that since Julio Maria Matovelle Elementary School is a private institution, it provides the students with all the photocopies needed.



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## CHAPTER 3

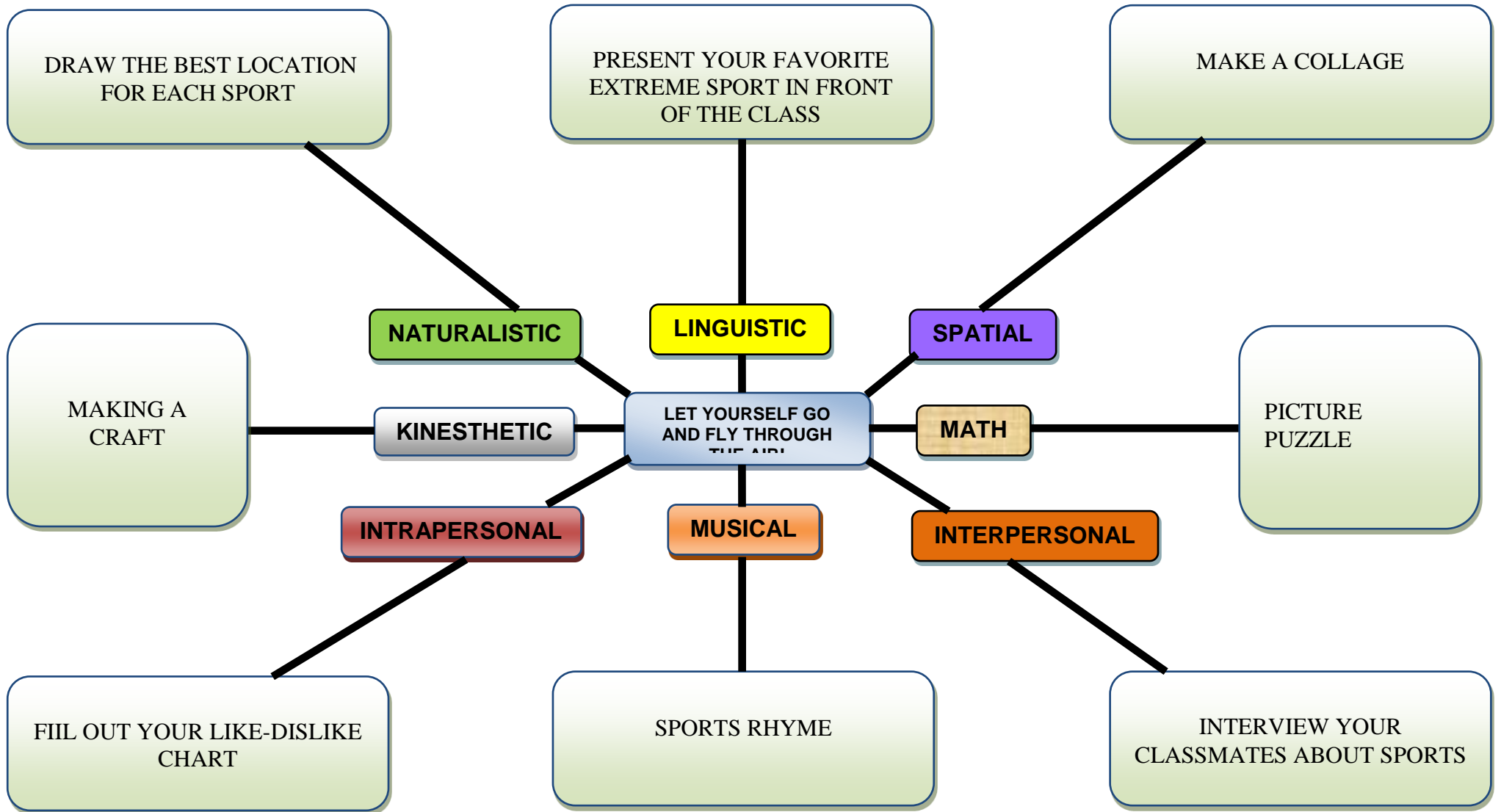
Learning English should be something enjoyable for students so that they can work in a more efficient, relaxed and productive way. Based on Gardner's Multiple Intelligences Theory, this chapter presents a compilation of activities suitable for the eight multiple intelligences: Verbal/Linguistic, Logical/Mathematical, Visual/Spatial, Bodily/Kinesthetic, Musical/Rhythmic, Interpersonal, Intrapersonal, and Naturalist to reinforce vocabulary in the seventh grade of the Julio Maria Matovelle Elementary School. In each exercise, the name of the task is stated, the purpose of the task is set forth, the methodology is explained both for the students and the teachers, the Multiple Intelligence targeted is explained, and the time and procedure necessary are mentioned. What is more, the kind of activities proposed in this thesis has been applied by the author in her experience as an elementary school teacher for many years.

In addition, the directions for the different activities are not difficult for the students of the Seventh Grade of the Julio Maria Matovelle Elementary School because from the first level they have been receiving instructions that are similar. This is true for all the exercises.

### 3.1. UNIT TWO

#### LET YOURSELF GO AND FLY THROUGH THE AIR!

The vocabulary introduced in this unit is about Extreme Sports, Equipment needed to practice the different extreme sports, and some related adjectives.







## TEACHER'S SHEET

For this activity a picture about climbing was found on the internet, downloaded and made into a puzzle. Students will have to arm the puzzle and find out the extreme sport, which will call their attention and engage them in the development of the activity; logical/mathematical students, specially, will really enjoy it. Then, students will be willing to practice the vocabulary as it is indicated in the steps number three and four of the procedure. To practice the vocabulary students will write down the name of the sport by associating the picture with the word, which is stated in Paul Nation's principles for teaching vocabulary. In addition, students will practice about all the extreme sports by answering the teacher's request of naming all the sports they know. Students will also associate word and meaning when the teacher brainstorms their answers on the board. Finally, first, students will be engaged in learning by an activity based on the Multiple Intelligences Theory and then will practice vocabulary according to Nation's suggestions for teaching vocabulary.

### **NAME OF THE ACTIVITY:** WHAT SPORT IS IT?

**TASK:** To arrange the different parts of a picture puzzle in order to find out the sport and talk about it.

**OBJECTIVE:** To identify the sport that is presented in the picture in order to talk about extreme sports so that students can distinguish the different characteristics and names among them.



**CLASS ORGANIZATION:** Students work individually

**VOCABULARY TEACHING STRATEGY:** Associating word-picture and writing down words.

**INTELLIGENCE:** This activity attains the Logical/Mathematical intelligence since the picture puzzle is a problem students should solve by using logic; therefore, they



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will get engaged in the activity and will be willing to talk about what the picture shows. Besides, the teacher will guide the dialogue with questions that have to do with numbers.

**TIME:** The time for this activity can be a complete class period.

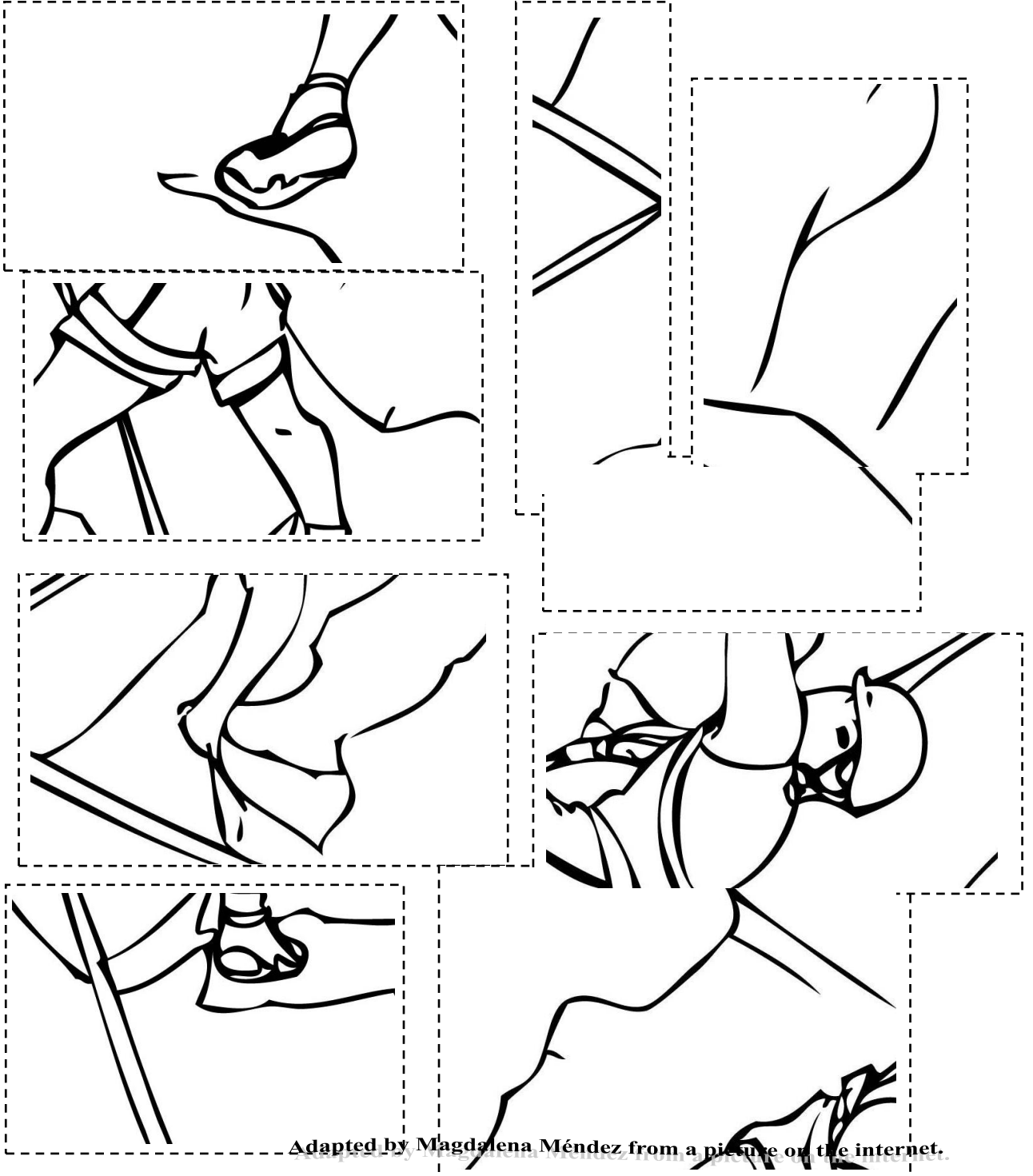
### **PROCEDURE:**

1. Give the activity sheets to each student. Activity sheet 2 should be printed on cardboard.
2. Ask the students first, to cut the parts of the puzzle in activity sheet 1; second, to arrange and paste them carefully on activity sheet 2; lastly, to color the picture.(Use dry glue)
3. Then ask them to write the name of the sport.
4. Finally, check the activity with the whole class. Ask questions such as, what was the name of the sport? How do you spell it? What can you see in the picture? How many people can you see? How many letters does the sport name have? Is it exciting or boring? How many x-sports do you know? Name all the x-sports you know, etc. Brainstorm the students' answers on the board.



ACTIVITY SHEET 1

Cut out the parts of the puzzle, arrange them and color on sheet 2.



Adapted by Magdalena Méndez from a picture on the internet.



# *What sport is it?*

**SPORT** \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Created by Magdalena Méndez.



## TEACHER'S SHEET

This activity is the result of years of teaching experience on the part of the author. Children love hands on activities and making collages is one of those activities. Students will practice vocabulary in an active way by this artistic Visual/Spatial Multiple Intelligence methodology and also by associating words and pictures, and writing down the names of the extreme sports. Finally, to create the activity sample, pictures about extreme sports were downloaded from the internet and arranged as a collage.

**NAME OF THE ACTIVITY:** X-SPORTS COLLAGE

**GRADE:** Seventh

**TASK:** To make a collage about extreme sports using magazine and newspaper pictures

**OBJECTIVE:** To make a collage with names to practice the written form of the extreme sports vocabulary.

**CLASS ORGANIZATION:** Pairs

**VOCABULARY TEACHING STRATEGY:** Word-picture association and writing down words

**INTELLIGENCE:** This activity attains the Visual/Spatial Intelligence since it allows students to be creative and work with pictures and space. Moreover, students will have the opportunity to relate pictures with meanings.

**TIME:** The time for this activity can be a complete class period.



**PROCEDURE:**

1. The previous day ask the students to bring the materials to make a collage, (old magazines, books, newspapers, scissors, glue, markers, cardboard, color pencils, etc).
2. Ask the students to get in pairs, cut out pictures about extreme sports and paste them on a big piece of cardboard to form a collage.
3. Tell them to put an original name on their collages and the corresponding name for each picture.
4. Check the activity with the whole class. Ask students if they found any new extreme sport.
5. Finally, display the collages in a place where everyone in the school can see them.



**X-VENTURE SPORTS**

**Paintballing**

**Bungee Jumping**

**Skydiving**

**Surfing**

**Hang Gliding**

**Karting**

**Whitewater Rafting**

**Snowboarding**

Compiled by Magdalena Méndez





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## TEACHER'S SHEET

The frame for this activity, which will catch students' attention, was downloaded from the internet but the text was created by the author exclusively for this activity. The activity is suitable for verbal/linguistic students since they love words and by developing this activity, they will be able to express their preferences about extreme sports through words. Here students will practice vocabulary by completing sentences, which is a Nation's principle for teaching vocabulary, and speaking in front of the class which is based on Multiple Intelligences Methodology. In that way the written and spoken parts of vocabulary will be practiced. Students will practice extreme sports vocabulary, equipment that should be used, the places to practice the x-sports and adjectives to describe them.

**NAME OF THE ACTIVITY:** MYFAVORITEX-SPORT

**GRADE:** Seventh

**TASK:** To fill in the blanks and talk about his/her favorite extreme sport in front of the class

**OBJECTIVE:** To fill in the blanks and talk in front of the class in order to practice the written and spoken forms of the extreme sports vocabulary.

**CLASS ORGANIZATION:** Individual work

**VOCABULARY TEACHING STRATEGY:** Sentence completion

**INTELLIGENCE:** This activity attains the Verbal/Linguistic intelligence since it requires working with words written and spoken and allows students to express their preferences about sports.





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**TIME:** The time for this activity will depend on the number of students.

**PROCEDURE:**

1. Ask your students about their favorite extreme sport and brainstorm the sports vocabulary on the board.
2. Then give the activity sheet to each one and ask them to fill out the format for the oral presentation.
3. Check the activity individually.
4. Finally, ask the students to go one by one to the front of the class and talk about their favorite x-sport.
5. Students can color their works to make it more personal.



ACTIVITY SHEET

Fill in the blanks.  
My Favorite X-Sport

Hello. My name is \_\_\_\_\_ (student name)

I am \_\_\_\_ years old and I really (age)

like \_\_\_\_\_ (sport)

\_\_\_\_\_ is my favorite (sport)  
extreme sport because it  
is \_\_\_\_\_ (adjective)

To practice this sport you  
should go to \_\_\_\_\_ (place)

It is important to wear  
\_\_\_\_\_ if you (equipment)  
don't want to get hurt.

You should try it someday.

Thank you!

Created by Magdalena Méndez

signature

TEACHER'S SHEET

This activity with its complete design was created solely by the author to reinforce the vocabulary presented in this unit. This activity suits the Naturalistic Intelligence since it allows students to associate the introduced



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words with nature. The vocabulary is practiced and retained by associating the words and their meanings; students have to read the words, recognize the written form of the vocabulary and associate the words with natural places where the sports can be practiced.

**NAME OF THE ACTIVITY:** EXTREME LOCATIONS

**GRADE:** Seventh

**TASK:** To draw the best location to practice the different sports

**OBJECTIVE:** To practice vocabulary by recognizing the written form of the extreme sports names and associating the sports with the locations where they can be practiced.

**CLASS ORGANIZATION:** Individual work

**VOCABULARY TEACHING STRATEGY:** Word-meaning association

**INTELLIGENCE:** This activity attains the Naturalistic intelligence since it allows students to discriminate the features of the natural world and relate them with extreme sports, so that this activity will help students to retain vocabulary about sports.

**TIME:** The time for this activity can be a complete class period.

**PROCEDURE:**

1. Give the activity sheet to each student.
2. Review the sports on the board with the whole class.



3. Then, ask them to draw and color the best location for each sport.
4. Finally, review the locations with the whole class.

**ACTIVITY SHEET**

Name \_\_\_\_\_ Date: \_\_\_\_\_

## ***Extreme Locations***

Draw the best location for each sport.

**Rock Climbing**

A large rounded rectangular box with a thick black border, intended for drawing a location for rock climbing. A label with the text "Rock Climbing" is attached to the top right corner of the box.

**Bungee Jumping**

A large rounded rectangular box with a thick black border, intended for drawing a location for bungee jumping. A label with the text "Bungee Jumping" is attached to the top left corner of the box.

**Surfing**

A large rounded rectangular box with a thick black border, intended for drawing a location for surfing. A label with the text "Surfing" is attached to the top right corner of the box.



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## TEACHER'S SHEET

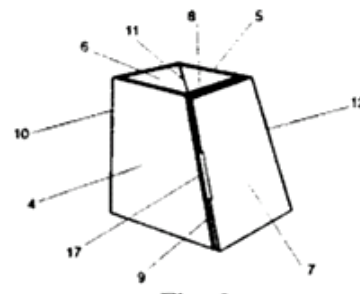
The template for this activity was downloaded from the internet, but the use of the design is an original idea of the author, based on Nation's principles to teach vocabulary. This activity will catch bodily/kinesthetic students since it requires working with their hands. The vocabulary will be practiced by word-picture association and writing down the words. Moreover, students will retain the vocabulary by speaking and hearing about it, while developing the step four of the procedure.

In addition, it is necessary to explain that the students at the Julio Maria Matovelle Elementary School are accustomed to hear directions of the kind in these activities. The directions are not too difficult for Seventh Graders.

**NAME OF THE ACTIVITY:** MY PENCIL BOX

**GRADE:** Seventh

**TASK:** To make a pencil box with x-sports decorations and their names



**OBJECTIVE:** To practice vocabulary by writing the names and making drawings about extreme sports

**CLASS ORGANIZATION:** Individual work

**VOCABULARY TEACHING STRATEGY:** Word-picture association and writing down words



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**INTELLIGENCE:** This activity attains the Bodily/Kinesthetic Intelligence since it allows students to work with their hands on something that will help them remember the vocabulary.

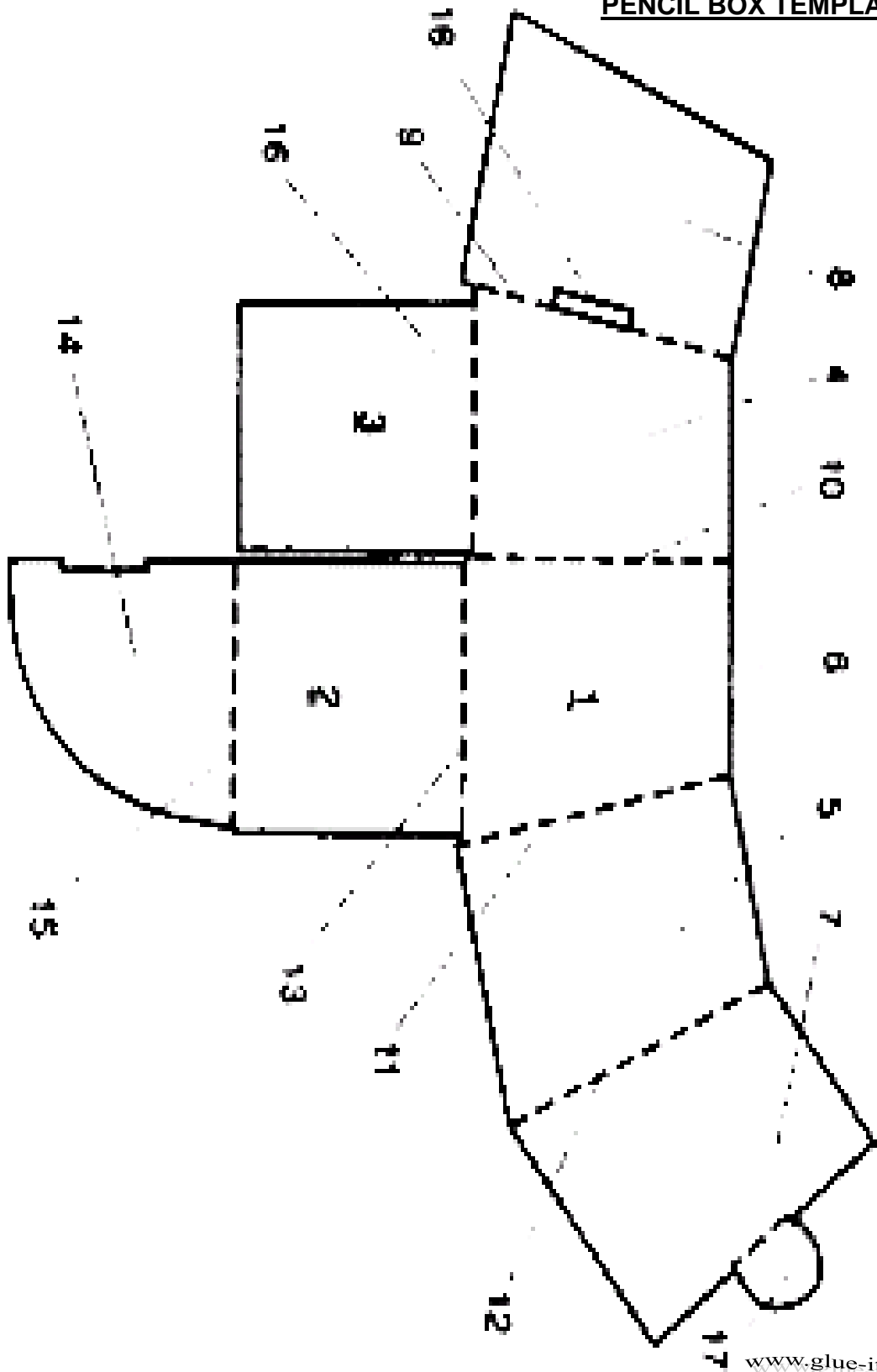
**TIME:** The time for this activity can be a complete class period.

### **PROCEDURE:**

1. Ask your students to bring a piece of cardboard.
2. Make copies of the pencil box template on the cardboard and give one to each student in order to cut out the figure.
3. After that, tell your students to decorate the front side of the figure with extreme sports drawings and their names.
4. Finally, ask the students to arm the pencil box; help them by showing the way how to do it. Ask students to show their pencil boxes in front of the class and said the extreme sports they have chosen.



PENCIL BOX TEMPLATE



[www.glue-it.com](http://www.glue-it.com)





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## TEACHER'S SHEET

The pictures for this activity were downloaded from the internet but the design of the activity sheet two and the way to use the activity are original of the author. The thumbs up, thumbs down stickers are used to get the students attention and to make the activity interesting for them. They will practice vocabulary by associating words and pictures and by sentence completions which are Nation's suggestions. Then students have to paste a thumb up or thumb down sticker beside each x-sport to whether they like the sport or not. According with the Multiple Intelligences Theory, it is an intrapersonal activity since students will express their preferences working by themselves and at their own pace.

**NAME OF THE ACTIVITY:** MY FAVOTITE X-SPORT

**GRADE:** Seventh

**TASK:** To fill in the blanks and express preferences

**OBJECTIVE:** To practice the written form of the vocabulary by filling in the blanks

**CLASS ORGANIZATION:** Individual work

**VOCABULARY TEACHING STRATEGY:** Word-picture association and sentence completion

**INTELLIGENCE:** This activity attains the Intrapersonal intelligence since it allows students to work by themselves according to their preferences and own pace.

**TIME:** The time for this activity can be a complete class period.



**PROCEDURE:**

1. Give activity sheet 1 to each student and ask each one to cut out and color the thumbs.
2. Then give the students activity sheet 2.
3. Ask each student to complete the questions according to the pictures and to stick **thumbs up** in front of the sports they like and **thumbs down** in front of the sports they do not like.
4. Check the activity individually.



ACTIVITY SHEET 1

Color and cut out the thumbs.



Compiled by Magdalena Méndez



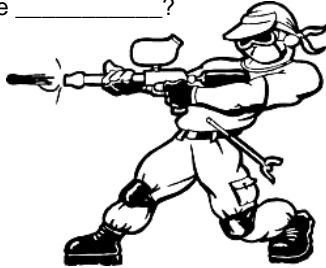




**ACTIVITY SHEET 2**

***My Favorite X-Sport***

1. Complete the questions writing the name of the sports and color the pictures.
2. Stick a **thumb up** in front of the sport you like and a **thumb down** in front of the sport you do not like.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<p>Do you like _____ ?</p> 	
<p>Do you like _____ ?</p> 	
<p>Do you like _____ ?</p> 	
<p>Do you like _____ ?</p> 	<p>Designed by Magdalena Méndez</p>
<p>Do you like _____ ?</p> 	

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## R'S SHEET

The rhymes and pictures for this activity were downloaded from the internet; the ways to use them, however, are original of the author. This activity will be enjoyed by the musical students, especially. The vocabulary will be practiced by associating words with their meanings and by writing down words. Based on the author's experience, students will really enjoy performing step five indicated in the procedure.

**NAME OF THE ACTIVITY:** SPORTS-SPORTS-SPORTS

**GRADE:** Seventh

**TASK:** To listen, repeat and match the rhymes with the corresponding sport

**OBJECTIVE:** To read and practice rhymes about x-sports in order to remember them.

**CLASS ORGANIZATION:** Pairs

**VOCABULARY TEACHING STRATEGY:** Words-meaning association

**INTELLIGENCE:** This activity attains the Musical/Rhythmic Intelligence since it allows students to learn through rhymes by relating them with the sports vocabulary.

**TIME:** The time for this activity can be a complete class period.



**PROCEDURE:**

1. Give activity sheet 1 to each pair of students.
2. Read the rhymes aloud and ask the students to repeat after you.
3. Then give activity sheet 2 to each student and ask each one to copy the rhymes from activity sheet 1 according to the sport it talks about.
4. Check the activity with the whole class.
5. Finally, ask the students to color the sheet as they want and practice the rhymes in order to see who can say them faster.



**ACTIVITY SHEET 1**

1. Listen and repeat the rhymes.
2. Write the rhymes on sheet 2 according to the sport and practice them with your parents.

Hunting humans in a game,  
sounds like science fiction.  
Hunting searching taking aim  
paint-ball becomes addiction.

by Roger W Hancock

On the track to catch a win,  
in the pit a team,  
Driver may get all acclaim,  
but it takes a team to win.

by Roger W Hancock

Compiled by Magdalena Méndez



# SpOrTs - SpOrTs - SpOrTs

The image shows three rectangular frames, each pinned to the page with a pushpin at the top center. The top frame contains the word "RHYMES" in the center and a musical staff with a treble clef on the left. The middle frame contains a cartoon illustration of a donkey wearing a flower lei and driving a go-kart. The bottom frame contains a cartoon illustration of a person in a cap and jacket playing a trumpet. A small watermark "shutterstock" is visible in the bottom left corner of the bottom frame.

Compiled by Magdalena Méndez





## TEACHER'S SHEET

The pictures for this activity were downloaded from the internet, but the questionnaire and model to present the results were created by the author. This is an interpersonal activity since it allows students to interact among themselves. The vocabulary will be practiced by Nation's principles of note taking and sentence completion. Moreover, step three in the procedure will help students retain the targeted vocabulary.

**NAME OF THE ACTIVITY:** MY PARTNER'S FAVORITE X-SPORT

**GRADE:** Seventh

**TASK:** To ask a partner about extreme sports.

**OBJECTIVE:** To review the vocabulary of extreme sports and the implements used by interviewing a partner about his/her favorite sport.

**CLASS ORGANIZATION:** Whole class.

**VOCABULARY TEACHING STRATEGY:** Note taking and sentence completion

**INTELLIGENCE:** This activity attains the Interpersonal intelligence since it allows students to interact among themselves and helps them to practice the vocabulary.

**TIME:** The time for this activity can be a complete class period.



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**PROCEDURE:**

1. Give the activity sheet to each student.
2. Ask students to interview a partner using the questionnaire.
3. Tell them to present the results to the class using the format of the sheet.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# *My Partner's Favorite X-Sport*

Interview a classmate about x-sports and tell the results to the class.

**X-SPORTS QUESTIONNAIRE**

What is your name?	
Which extreme Sports do you Know?	
Which is your favorite x-sport?	
Why do you like it?	
What should you wear to practice It?	
Where is the best place to practice this sport?	

## RESULTS

I talked about extreme sports to \_\_\_\_\_ .She/he knows about \_\_\_\_\_ but his/her favorite is \_\_\_\_\_. He/she likes it because it is \_\_\_\_\_. You should wear \_\_\_\_\_ to practice it. The best place to go \_\_\_\_\_ is \_\_\_\_\_.

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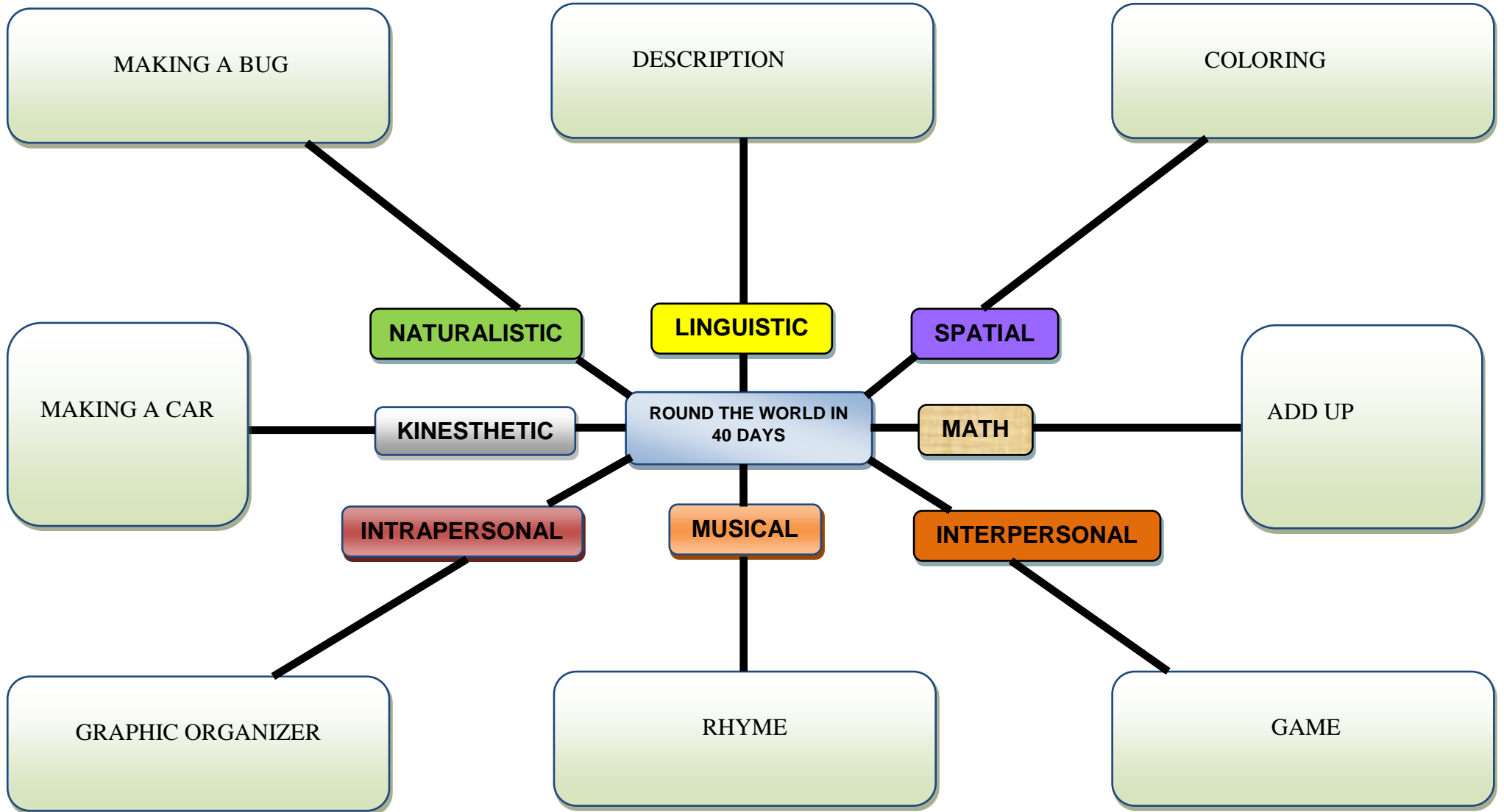
### **3.2. UNIT THREE**

#### **ROUND THE WORLD IN 40 DAYS**

This unit introduces vocabulary about travel items and verbs related with traveling.



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## TEACHER'S SHEET

This is an activity for logical/mathematical students it since allows them to use numbers and deduce logically. Vocabulary will be practiced based on Nation's principles by associating words with pictures and writing down the vocabulary. Students will remember more traveling items than clothes while developing step five indicated in the procedure. The pictures for this activity were downloaded from the internet but their use and the design of the activity were the author's creation.

**NAME OF THE ACTIVITY:** FLYING AROUND

**GRADE:** Seventh

**TASK:** To pack a suitcase for a trip

**OBJECTIVE:** To calculate how much luggage and other objects Tom will need in order to identify vocabulary about travel items

**CLASS ORGANIZATION:** Individual work

**VOCABULARY TEACHING STRATEGY:** Word-meaning association and writing down words

**INTELLIGENCE:** This activity attains the Logical/Mathematical Intelligence since to develop it students need to use logical deduction and numbers.

**TIME:** The time for this activity can be a complete class period.



**PROCEDURE:**

1. Give the students the task sheet
2. Then tell them that Tom, the boy in the sheet, is going on a five-day balloon trip; so he needs their help to complete the balloon and pack the suitcase.
3. Ask the students how many clothes Tom will need to be away for five days.
4. Tell them to put the number on the lines in front of each cloth.
5. Finally, ask the students to draw the clothes in the suitcase and add some other element Tom could take with him.



ACTIVITY SHEET

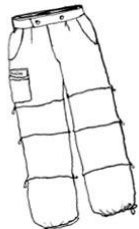
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete the balloon and color.

Help Tom pack his clothes for a five-day trip. How many clothes will he need? Write the number on the lines and draw the clothes in the suitcase.



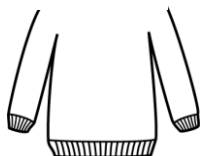
\_\_\_\_\_



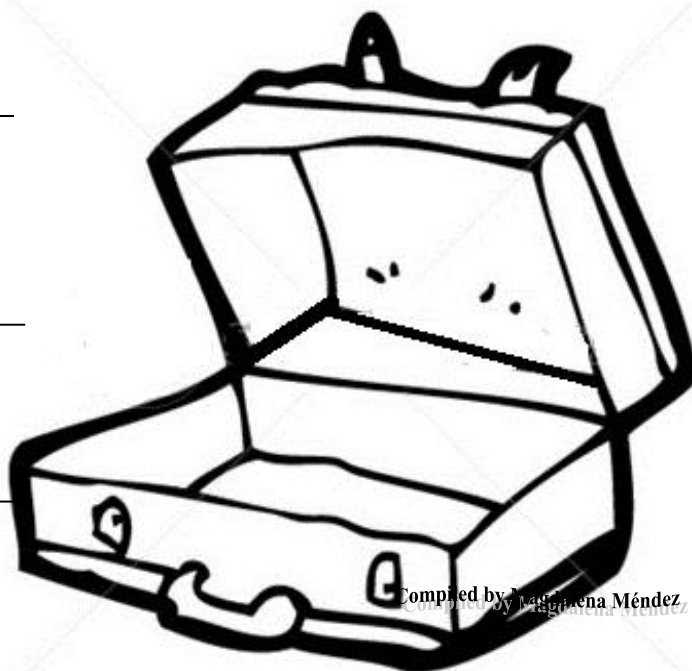
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



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## TEACHER'S SHEET

This activity has visual support and allows students to work with colors, which according to Gardner's Theory of Intelligences attains the visual/spatial intelligence. In this activity the vocabulary will be practiced by picture meaning association and writing down words. In step five students will remember places where they can travel. The picture for this activity was downloaded from the internet but the use for the picture was an original idea of the author.

**NAME OF THE ACTIVITY:** A DAY OUT

**GRADE:** Seventh

**TASK:** To Color the Family

**OBJECTIVE:** To identify one of the places to go on vacations in order to start talking about interesting places to visit.

**CLASS ORGANIZATION:** Pairs

**VOCABULARY TEACHING STRATEGY:** Picture-meaning association and writing down words

**INTELLIGENCE:** This activity attains the Visual/Spatial Intelligence since it contains visual support and allows students to relate pictures and meanings.

**TIME:** The time for this activity can be a complete class period.



**PROCEDURE:**

1. Ask the students to get in pairs.
2. Then give each student the activity sheet.
3. Make questions about the picture on the sheet: Are they a group of friends, a family, a team? Where are they? Are they happy?
4. Ask the students to color the picture and write the name of the place where the family is.
5. Check the activity with the whole class. Ask students about the places they would like to visit.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# A Day Out

Color the family and write the name of the place where they are.





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## TEACHER'S SHEET

The pictures for this activity, which will catch students' attention, were downloaded from the internet but the text was created by the author exclusively for this activity. The activity is suitable for verbal/linguistic students since they love words. Here students will practice vocabulary by completing sentences and associating pictures and words, which are Nation's principles for teaching vocabulary, and speaking in front of the class which is based on Multiple Intelligences Methodology. In that way the written and spoken parts of vocabulary will be practiced. Students will practice vocabulary about traveling.

**NAME OF THE ACTIVITY:** MY FRIEND'S WEEKEND

**GRADE:** Seventh

**TASK:** Fill in the blanks to complete a story

**OBJECTIVE:** To practice vocabulary while talking about travelling by filling in the blanks and talking in front of the class

**CLASS ORGANIZATION:** Individual work

**VOCABULARY TEACHING STRATEGY:** Picture-word matching and sentence completion

**INTELLIGENCE:** This activity attains the Verbal/Linguistic Intelligence since to develop it students will use written and spoken words. Moreover, this activity allows students to use language to explain something that has happened.

**TIME:** The time for this activity can be a complete class period.



**PROCEDURE:**

1. Give the activity sheet to the students
2. Ask them to read the story, look at the pictures, and use the words in the box to complete it.
3. Finally, ask the students to tell the story in front of the class using pictures. (See annex )



**ACTIVITY SHEET**


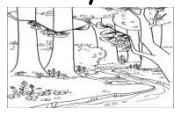
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read and complete the story.  
Use the words from the box.  
Tell the story in front of the class.

El Cajas fishing banana beach  
backpack Sandwich  
bottle of water hamburger home  
birds French-fries inch worm coke

**MY FRIEND'S WEEKEND**




Last weekend, my friend  and her family didn't go to



the  as usual. They went to .



 packed in her  a  a

 and a  for the trip.

She had a great time in . There she saw a boy

,  and an  on a branch.

When  and her family were going back ,

the  ed in Cuenca to eat. She ate a .

\_\_\_\_\_ liked the trip a lot.



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## TEACHER'S SHEET

In this activity, making a bug will engage students in the learning process and then they will be willing to practice the vocabulary as indicated in the last step of the procedure. Students will reinforce the vocabulary about traveling by naming things they can see while visiting natural areas. This activity suits the Naturalistic Intelligence since it allows students to associate the introduced words with nature. The vocabulary is practiced and retained by associating the words and their meanings. Students will give reasons for visiting natural areas. The idea for making this bug and the illustration pictures were found on the internet, but the template was made by the author.

**NAME OF THE ACTIVITY:** MAKING AN INCH WORM

**GRADE:** Seventh

**TASK:** To make an inch worm

**OBJECTIVE:** To practice vocabulary by talking about things that can be seen when visiting natural areas; making and describing an insect

**CLASS ORGANIZATION:** Individual work

**VOCABULARY TEACHING STRATEGY:** Word-meaning association

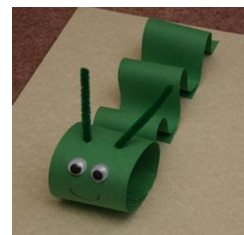
**INTELLIGENCE:** This activity attains the Naturalistic Intelligence since it relates nature with traveling, allowing students to fix the vocabulary in their minds.

**TIME:** The time for this activity can be a complete class period.



**PROCEDURE:**

1. The previous day, make copies of the activity sheet in green construction paper and ask your students to bring a piece of cardboard, a red marker or crayon, a green pipe cleaner, two googly eyes and scotch tape.
2. Ask the students about what they can find in natural areas and brainstorm their ideas.
3. Give a copy to each student and ask them to cut out the figures. They will get two strips of green paper.
4. Ask the students to tape the end of the longest strip of green paper to the piece of cardboard and gently push the front edge of the strip back to create a bump and then tape the front edge of the strip down.
5. Students will have to repeat this process two more times, each time overlapping the back edge of the new strip over the front edge of the old strip. This will create the body of the inchworm.
6. Then ask the students to take the short strip of green paper and tape it into a ring. Punch two holes in the top of the ring and insert half of a pipe cleaner into each hole.
7. Ask the students to glue two googly eyes to the front of the ring and draw a smile on the inchworm's face.
8. After that, tell them to tape the ring so that it overlaps the final section of the body.
9. Finally, ask the students to describe their inch worms to the teacher and give examples of other things that can be seen in natural areas.

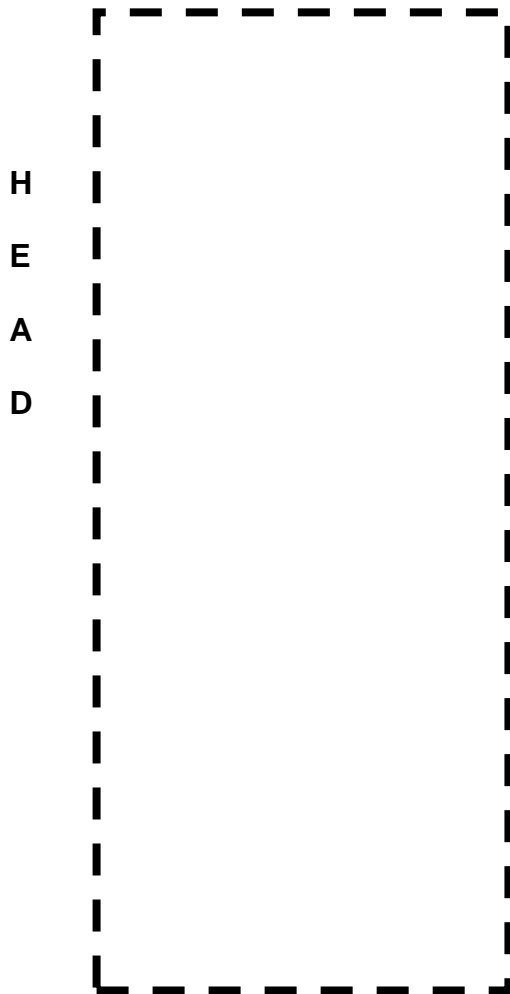






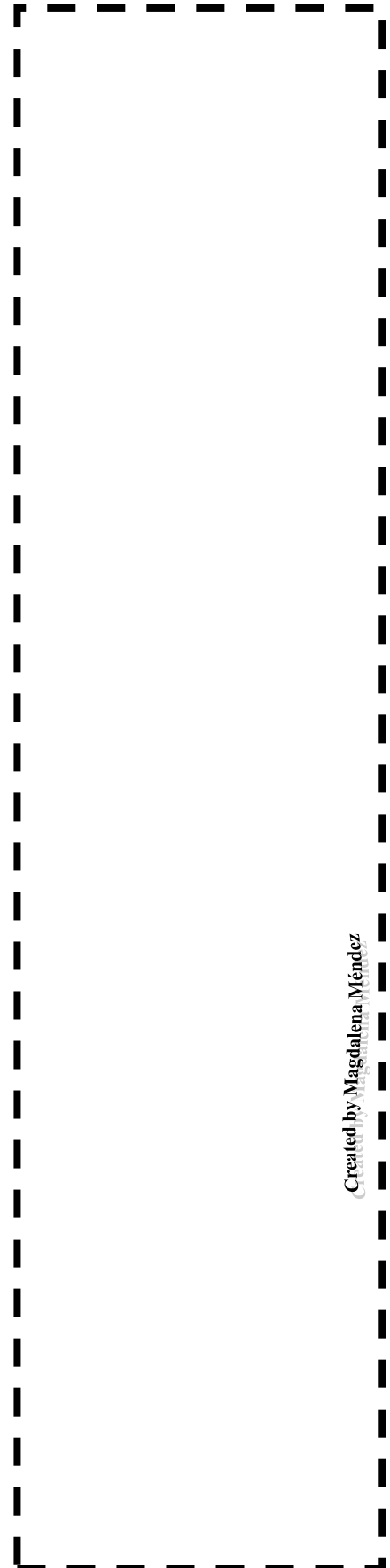
INCH WORM TEMPLATE

Cut out



H  
E  
A  
D

B  
O  
D  
Y



Created by Magdalena Méndez



## TEACHER'S SHEET

The idea for this activity was downloaded from the internet, but the use of the craft is an original idea of the author, based on Nation's principles to teach vocabulary. This activity will catch bodily/kinesthetic students since it requires working with their hands. The vocabulary will be practiced by word-meaning association as it is indicated in steps eight and nine of the procedure. Moreover, students will retain the vocabulary by speaking and hearing it, while developing the mentioned steps.

In addition, once again, it is necessary to explain that the students at the Julio Maria Matovelle Elementary School are accustomed to hear directions of the kind that are in these activities. The directions are not too difficult for Seventh Graders.

**NAME OF THE ACTIVITY:** MY OWN CAR

**GRADE:** Seventh

**TASK:** To make a craft car and mime as if the students were driving it

**OBJECTIVE:** To make an example of means of transportation to practice vocabulary about traveling

**CLASS ORGANIZATION:** Pairs

**VOCABULARY TEACHING STRATEGY:** Word-meaning association

**INTELLIGENCE:** This activity attains the Bodily/Kinesthetic Intelligence since it allows students to work with their hands by making a craft and by using their bodies to mime actions and talk in order to practice vocabulary.

**TIME:** The time for this activity can be a complete class period.

**PROCEDURE:**

**Autor:**  
Lcda. Magdalena Elizabeth Méndez López



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1. The previous day ask the students to bring the materials to make a craft car, (Two clean and dry juice or milk boxes, some thin flexible wire, four matching bottle caps, modeling clay; scissors, a magic marker, adhesive tape, paint)
2. Ask the students to get in pairs and draw the front and the windows of the car on one of the empty boxes, then cut along the lines they have drawn.
3. Then tell them to complete the front of the car; cut out the side of the second box, fold it and attach it to the front opening with adhesive tape.
4. Next, ask students to cut open the front window, paint the car with their favorite color. Make two small holes near the bottom of each side for the wires that will hold the wheels together.
5. Help the students to make a hole in the center of each of the four caps.
6. Tell them to run a piece of wire through a cap, then through two facing holes on the car's sides and place another cap on the other end of the wire. They should do the same for the other two wheels.
7. After that, the students should cover the wire ends with little balls of modeling clay.
8. Then ask the students to think about a place to go and the things they should carry.
9. Finally, tell them to mime as if they were driving the car, say the place where they are going and the things they are carrying.



**CRAFT CAR**

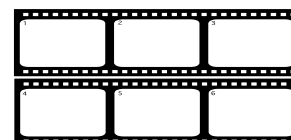


[www.solidwastedistrict.com](http://www.solidwastedistrict.com)

**TEACHER'S SHEET**

The template for this activity was downloaded from the internet, but the way to use the activity is original of the author. The film strip is used to get the students' attention and to make the activity interesting for them. They will practice vocabulary by associating words and pictures which is Nation's suggestion. Students have to paste places that they would like to visit and then tell the teacher the things they need to go there. All the steps for the development of the activity are clearly expressed in the procedure. According to the Multiple Intelligences Theory, it is an intrapersonal activity since students will express their preferences working by themselves and at their own pace.

**NAME OF THE ACTIVITY:** MY FILM STRIP



**GRADE:** Seventh

**TASK:** To fill in a film strip with pictures of the places students would like to visit

**OBJECTIVE:** To practice vocabulary about traveling on vacation by choosing places to visit and describing them and the things needed to visit those places.



**CLASS ORGANIZATION:** Individual work

**VOCABULARY TEACHING STRATEGY:** word-picture association

**INTELLIGENCE:** This activity attains the Intrapersonal Intelligence since it allows students to meditate about their own interests.

**TIME:** The time for this activity can be a complete class period.

**PROCEDURE:**

1. The previous day ask the students to bring old magazines, books, or newspapers, to look for interesting places to visit. Also ask them to bring scissors and glue.
2. Give each student a copy of the activity sheet.
3. Tell them to look for interesting places to visit in the material they have brought before and cut them out.
4. Then ask them to paste the pictures on the film strip in order of importance to them.
5. Walk around the class and help students while they are working.
6. Finally, check the students' work individually and ask them to tell you the places they have chosen and the things they need to visit those places.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# My Film Strip

Complete the filmstrip pasting pictures of the places you would like to visit.

The image shows a filmstrip template with two rows of three frames each. The frames are numbered 1 through 6. Each frame is a white rounded rectangle with a black border, set against a black background that represents the filmstrip's sprocket holes. The frames are arranged in a 2x3 grid.



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## TEACHER'S SHEET

The rhymes and pictures for this activity were downloaded from the internet; the way to use them, however, is original of the author. This activity will be enjoyed by the musical students, especially. The vocabulary will be practiced by associating words with their meanings and by changing the places to go in the rhymes while practicing them. Based on the author's experience, students will really enjoy working with the teacher in step six indicated in the procedure.

**NAME OF THE ACTIVITY:** LET'S ALL GO TO THE AIRPORT

**GRADE:** Seventh

**TASK:** To complete the pictures and match them with the text

**OBJECTIVE:** To practice traveling verbs and means of transportation by practicing rhymes.

**CLASS ORGANIZATION:** Pairs

**VOCABULARY TEACHING STRATEGY:** Word-meaning association and word-picture matching

**INTELLIGENCE:** This activity attains the Musical/Rhythmic Intelligence since it allows students to learn through rhymes by relating them with travel vocabulary.

**TIME:** The time for this activity can be two complete class periods.

**Autor:**  
Lcda. Magdalena Elizabeth Méndez López



**PROCEDURE:**

1. Ask the students to get in pairs and give a copy of the activity sheet to each one.
2. Tell them to complete the pictures and color.
3. Then ask the students to read the texts and match them to the pictures.
4. Next, practice the rhymes with the whole class.
5. Finally, let the students practice the rhyme by themselves.
6. Build up new paragraphs together with the students by changing the destination places, means of transportation and travel verbs; walk around the class to help students while they are practicing the new paragraphs.





**ACTIVITY SHEET**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Join the dots to complete the pictures and color them  
Match the text with the pictures and practice the rhyme.

# Let's all go to the airport

1. Let's all go to the airport  
and see the planes take off.  
Let's all go to the airport  
and see the planes take off.  
Up up up in the sky they go,  
Flying high in the sky they  
go.

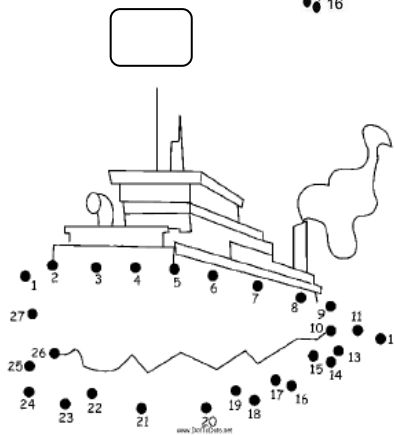
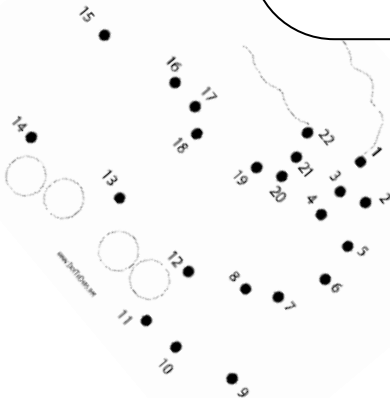
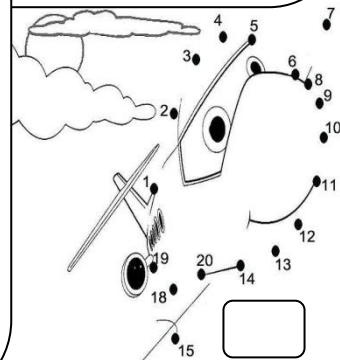
Let's all go to the  
and see the p

2. Let's all go to the station  
and see the old steam train.  
Let's all go to the station  
and see the old steam train.  
Chu chuchu along the rails it goes.  
puff puff puff along the rails it goes.  
Let's all go to the station

old steam train.

3. Let's all go to the harbor  
and see the big ships dock.  
Let's all go to the harbor  
and see the big ships dock.  
Hub hub hub goes the big  
ship's horn.  
Hoot hoot hoot goes the little  
ship's horn.  
Let's all go to the harbor and  
see the big ships dock.

www.PoetPatriot.com



Compiled by Magdalena Méndez



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## TEACHER'S SHEET

This activity was completely created by the author. This is an interpersonal activity since it allows students to interact among themselves by playing a game. The vocabulary will be practiced by Nation's principles of writing down words. Moreover, step three in the procedure will help students retain the targeted vocabulary.

**NAME OF THE ACTIVITY:** HANDS UP!

**GRADE:** Seventh

**TASK:** To fill in the vocabulary chart

**OBJECTIVE:** To remember the written and spoken vocabulary about traveling by playing a game all together

**CLASS ORGANIZATION:** Whole Class

**VOCABULARY TEACHING STRATEGY:** Word family tables and writing down words

**INTELLIGENCE:** This activity attains the Interpersonal Intelligence since it allows students to develop the activity as a whole class having to behave and interact with others.

**TIME:** The time for this activity can be a complete class period.



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### PROCEDURE:

1. Give a copy of the activity sheet to each student.
2. Tell them you are all going to play a game called “hands up!” and for that they need to remember travel items, travel verbs and places to visit, as indicated on the chart of the activity sheet.
3. Then tell them that you are going to say a letter of the alphabet and they should write the letter in the corresponding box and a word beginning with that letter under each heading. The first student who finishes filling the row must shout “Hands up!” and everybody has to stop writing.
4. Fill in the first row with the students as a practice before starting the game.
5. Finally, the student who has filled out the entire chart is the winner of the game.



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**ACTIVITY SHEET**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Fill in the table according to the headings and the beginning letter your teacher says.

HANDS UP!			
Letter	Travel item	Travel verb	Place to visit

by Magdalena Méndez



## CHAPTER 4

### 4. RESULTS

The results are a very important part of any research; in this case the results are carefully analyzed and interpreted to measure the effectiveness of the activities proposed in this thesis. This chapter presents the results of all the collected data during the research. For example, the first interview with the teacher and the results of the multiple intelligences test were analyzed and interpreted at the beginning of the study. On the other hand, the results of the tests given to the students after each unit and the second interview with the teacher were analyzed and interpreted at the end of the research.

Therefore the results are presented in the following order: Results of the first interview with the teacher, results of the multiple intelligences test, qualitative results of the study obtained from the second interview with the teacher, and quantitative results of the studies done separately with Class "A" and Class "B".

#### 4.1 RESULTS OF THE FIRST INTERVIEW WITH THE TEACHER

The results of the first interview with the teacher, which was carried out at the beginning of the research, revealed the specific problems she had in the class and her knowledge about multiple intelligences.

According to the teacher, first, the students had a negative attitude towards learning English, saying that it was too difficult, asking what it was for, and saying that they did not need it in Ecuador. Then not all the students enjoyed doing the activities presented in the book; the teacher said that only 45% of the students in Class A enjoyed working in class; in the case of Class B, only 30% of the students worked in class.

Second, most of the time a single activity seemed to be easy for a certain number of students, but very difficult for the rest of them; the teacher mentioned



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that the difficulty was evident in both classes and it did not depend on whether the students liked to work in class or not, since sometimes an activity was accomplished more correctly and more quickly by students who did not always cooperate in class than by the ones who usually cooperated and worked in the class.

Finally, something that really worried her was the fact that the acquired vocabulary was forgotten by the students in less than a week. She explained that at the end of the unit she gave the students the mandatory test and most of them used to do it well. But a week later students took a similar test and most of them did not do it well, at all. Observing this fact, the teacher gave the students the test they had done well again, but they also failed once again.

Concerning methodology, the teacher said that she usually used extra activities based on the topic that were similar to the book, or she used the same activities from the book in a different way in order to reinforce the vocabulary. When asked about using multiple intelligences-based activities in her classes, she said that she knew about the Multiple Intelligences Theory but she had never tried MI-based activities in her classroom.

Therefore, analyzing the teacher's information, it is evident that the students were not motivated in learning English, most of them did not work in class, and the activities did not reach all the students. Finally, Students did not retain the acquired vocabulary. Therefore, the goal of this thesis has been to overcome all these problems by implementing MI-based activities in the classes.



#### 4.2.RESULTS OF THE MULTIPLE INTELLIGENCES TEST

Multiple Intelligences	Class “A”	Class “B”
Verbal-Linguistic	10%	20%
Logical Mathematical	15%	9%
Visual Spatial	25%	16%
Musical	11%	10%
Bodily Kinesthetic	15%	20%
Intrapersonal	6%	3%
Interpersonal	10%	8%
Naturalistic	8%	14%

Table 2: Multiple Intelligences Test Results, by Magdalena Méndez

Analyzing this table of the results of the Multiple Intelligences Test, first, it can be seen that all the intelligences were present in both classes. Then it is noticeable that none of the intelligences were present in less than 3%. Therefore, since all the intelligences were present in percentages of 3% and over, the activities in this thesis were designed to cover all the eight intelligences designated by Howard Gardner.

#### 4.3.QUALITATIVE RESULTS OF THE STUDY

It is impossible to talk only about the improvement in grades made by the students. Working with MI- based activities had an effect on students' aside from their grades. Attributes such as behavior, motivation and self-confidence were improved. Such attributes cannot be represented by numbers, but can definitely be noticed in daily interaction with students. Therefore, after having the second interview with the teacher, the following results were found.

Before applying MI-based activities, students whose behavior was a problem in the class, since they were not completing the tasks, used to move from their seats, take other students' materials, and even encourage the rest of the students to act like them. Thus, the teacher had to call their attention all the time,



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and, as a result, the teacher was not able to help students who needed her. However, after implementing the activities based on Multiple Intelligences, it was noted that the students cooperated with the teacher and showed greatly increased enthusiasm to do the tasks. For example:

On October 12<sup>th</sup>, in Class “A” one difficult student, threw another student’s colored pencils away, and pulled her hair. He made her cry. But after the application of MI activities, his behavior changed; he calmed down and worked in class. On November 15<sup>th</sup>, while he was working on the intrapersonal activity about extreme sports, the teacher encouraged his work:

Teacher: Good job, very good!

Student: Now I like English.

Likewise, in Class “B” on October 18<sup>th</sup>, one student laughed and bothered another student while she was reading a paragraph in the book. However, later, on November 16<sup>th</sup>, when the class was working on the sports rhyme, the first student helped her with the difficult words.

Moreover, after working with MI-based activities students became more motivated than before about having English classes. At the beginning of the year, students were very unenthusiastic about English and used to say “Noooo! English again” when the teacher showed up to start the class. But when the teacher started using the proposed activities in this thesis, students began to enjoy the English classes and said “Nooo! Teacher don’t go yet”. When will we have English again?. In addition, students showed their enthusiasm outside the classroom, asking the teacher about the

English classes while they were on the break and met the teacher in the patio. For example, on February 4<sup>th</sup> during the break, a group of students met the teacher in the patio and asked her:

Students: teacher, why you didn’t come today?

**Autor:**





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Teacher: We have class at the last hour!

Students: What are we going to do today?

Teacher: That is a surprise!

Similarly, on March 10<sup>th</sup>, a group of students met the teacher in the hall and say “Teacher, we already brought the materials you asked for”. The teacher had to ask, “very good, but we do not have class today.”

Finally, implementing Multiple Intelligences based activities in the classroom helped students to improve their self-confidence. Students who did not like to work with others and had a hard time going to the front of the class, worked well in groups and went happily to the front when the teacher implemented the MI based activities.

For example, two students who were very shy at the beginning of the year and preferred to work alone were very nervous when they had to talk in front of their classmates. However, nowadays they do not mind going to the front of the class and they ask the teacher if they can work with someone else if the teacher does not ask them to do so.

### 4.4. QUANTITATIVE RESULTS OF THE STUDY

The quantitative results are based on the grades students obtained in the tests after applying the activities proposed in this thesis and are described as follows:

#### 4.4.1. CLASS “A” RESULTS

Table Two below shows the grades students from Class "A" got in the Second Unit and Third Unit, before and after they had the reinforcement of the topic with Multiple Intelligences-based activities. It is interesting to note that the students with the lowest grades showed the most improvement after the



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application of the MI-based activities. On the other hand with the application of the activities in Catch 6, there was little improvement on the part of the majority of the students.



*Grades: Class "A"*

STUDENTS	Unit Two	(Reinf) MI Actv.	Unit Three	(Reinf) Book Actv.
Student 1	17	19	18	18
Student 2	13	16	14	15
Student 3	9	15	10	12
Student 4	18	20	18	19
Student 5	17	18	17	18
Student 6	19	19	20	20
Student 7	12	18	14	14
Student 8	17	18	18	18
Student 9	17	20	18	19
Student 10	18	18	17	18
Student 11	20	20	20	19
Student 12	16	18	17	18
Student 13	14	17	13	14
Student 14	10	15	14	16
Student 15	10	16	10	13
Student 16	20	20	20	20
Student 17	20	20	20	20
Student 18	20	20	20	20
Student 19	19	20	19	20
Student 20	19	20	19	19
Student 21	18	19	19	20
Student 22	16	18	15	18
Student 23	11	16	10	11
Student 24	13	18	12	11
Student 25	19	19	19	18
Student 26	18	19	18	19
Student 27	17	18	16	18
Student 28	20	20	20	19
Student 29	19	19	18	17
Student 30	20	20	19	19
Student 31	19	19	18	18
Student 32	17	18	18	19
Student 33	14	18	12	14
Student 34	8	15	10	12
<b>TOTAL</b>	<b>554</b>	<b>623</b>	<b>560</b>	<b>583</b>
<b>CLASS ACHIEVEMENT</b>	<b>16,29</b>	<b>18,32</b>	<b>16,47</b>	<b>17,15</b>
<b>CLASS PERCENTAGE</b>	<b>81,47</b>	<b>91,62</b>	<b>82,35</b>	<b>85,74</b>



Table 3: Grades Class "A", by Catalina Carrillo

1: Class "A" Unit Two

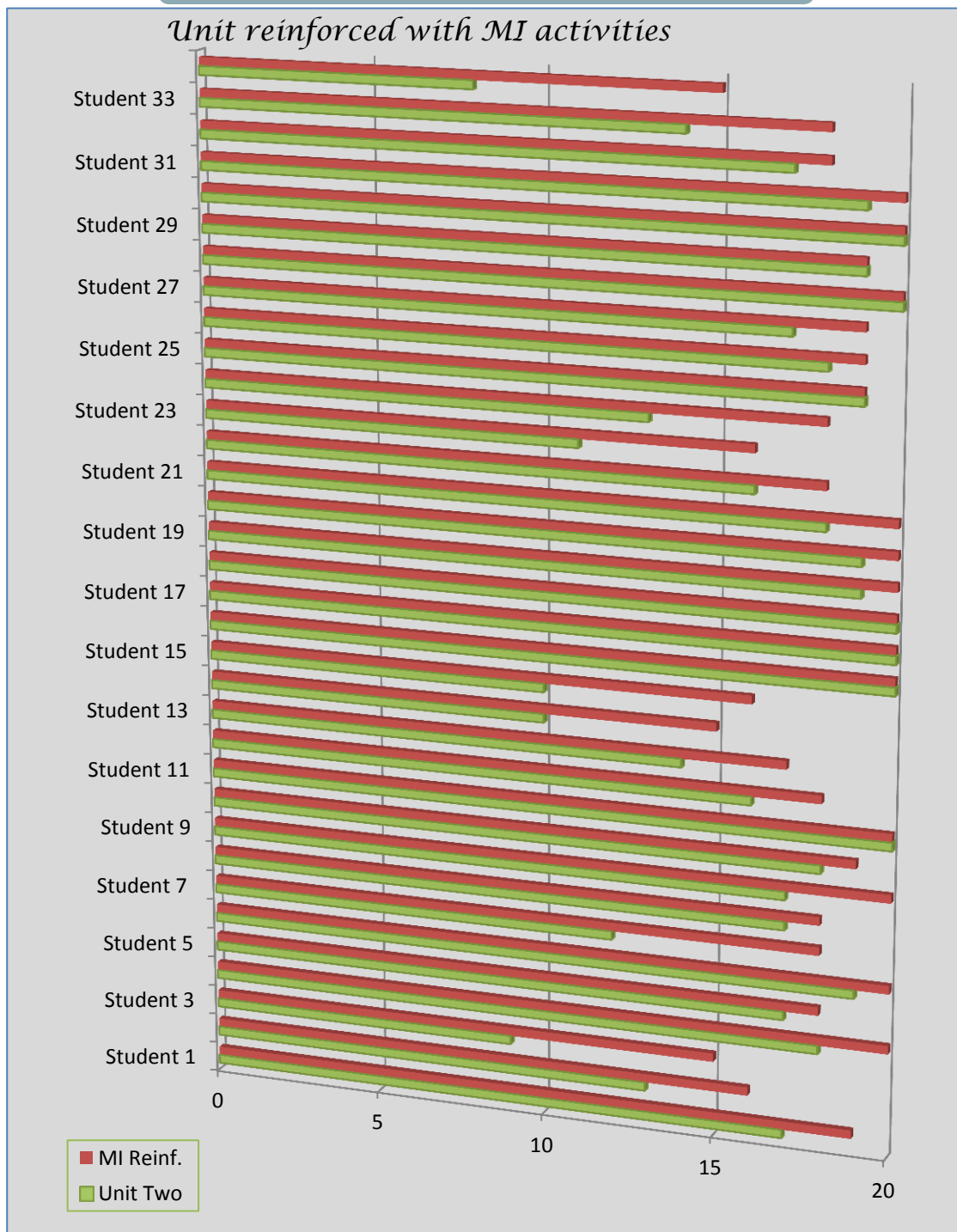


Fig. 5: Class "A" Grades/ Unit Two, by Magdalena Méndez

This graph shows the individual improvement students from Class "A" made in their grades corresponding to the Second Unit, before and after they had the reinforcement of the topic with Multiple Intelligences-based activities. The red line represents the gains with MI-based activities. In all cases the red line indicates



an improvement on the part of the students after the application of the MI activities.

2: Class "A" Unit Three

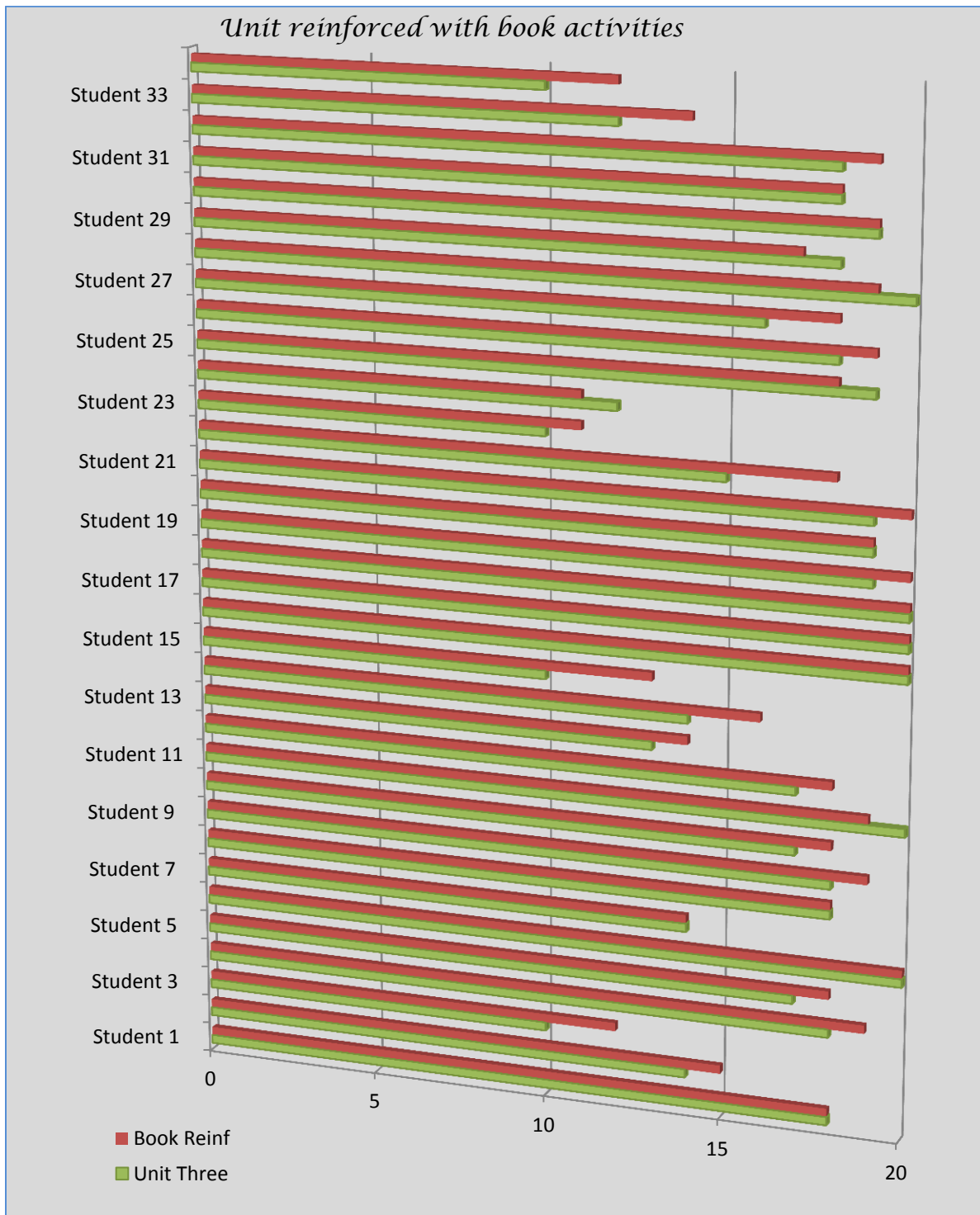


Fig. 6: Class "A" Grades/ Unit Two, by Magdalena Méndez

This graph, on the other hand, shows the individual improvement students

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from Class "A" made in their grades corresponding to the Third Unit, before and after they had the reinforcement of the topic with activities from their book. There was some improvement but not as much as from the MI-based activities.

*3: Global Grades Class "A"*

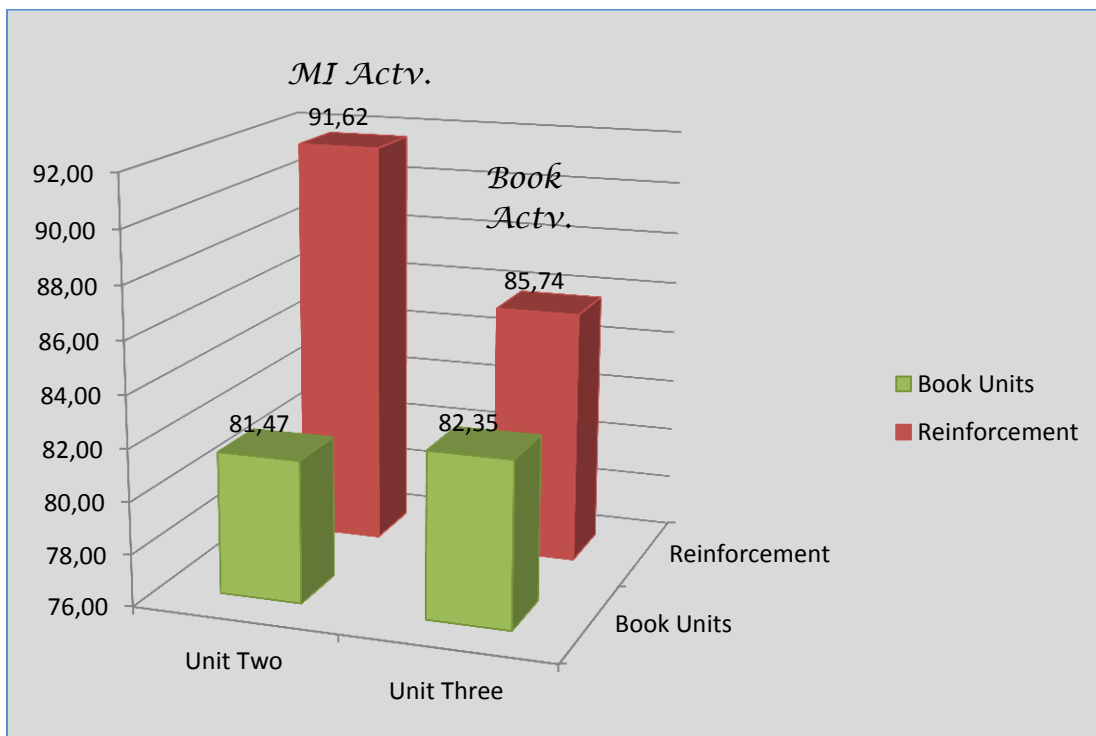


Fig. 7: Global Grades Class "A", by Magdalena Méndez

After comparing Graph Number One with Graph Number Two, it is evident that students have reached a higher level of improvement in their grades after they received the reinforcement of the topic with Multiple Intelligences based activities.

The difference is notable in Graph Number Three which shows the corresponding percentages of the students' grades. Class "A" showed an increase in their grades, after the reinforcement activities, from 81.44% to 91.62% in Unit Two. In Unit Three, on the other hand, the increase went from 82.35% to 85.74%.



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Therefore, in Unit Two, which was reinforced with MI based activities; the global grade of the class was increased 10.15%, whereas in Unit Three, which was reinforced with the same activities from the books, the global grade was only increased 3.39%.

### 4.4.2. CLASS "B" RESULTS

Table Three below shows the grades students from Class "B" got in the Second and Third Units, before and after they had the reinforcement of the topic with Multiple Intelligences-based activities. It can be seen that the improvement after the application of the MI-based activities is much greater than after the application of the textbook activities.



*Grades: Class "B"*

STUDENTS	Unit Two	Book Actv.	Unit Three	MI Actv.
Student 1	11	14	12	18
Student 2	20	20	19	20
Student 3	20	20	19	20
Student 4	17	18	18	20
Student 5	11	15	12	18
Student 6	19	18	18	20
Student 7	10	10	12	18
Student 8	10	10	13	18
Student 9	17	18	17	19
Student 10	16	18	15	17
Student 11	19	18	18	20
Student 12	10	12	13	16
Student 13	15	14	14	16
Student 14	19	20	19	19
Student 15	19	19	18	18
Student 16	19	20	19	19
Student 17	5	8	7	15
Student 18	16	18	15	18
Student 19	17	18	17	20
Student 20	19	20	20	20
Student 21	20	20	20	19
Student 22	20	20	20	20
Student 23	20	20	18	20
Student 24	20	19	19	19
Student 25	11	12	11	15
Student 26	11	13	13	18
Student 27	20	20	20	20
Student 28	15	16	14	18
Student 29	19	19	19	20
Student 30	11	12	10	18
<b>TOTAL</b>	<b>476</b>	<b>499</b>	<b>479</b>	<b>556</b>
<b>CLASS ACHIEVEMENT</b>	<b>15,87</b>	<b>16,63</b>	<b>15,97</b>	<b>18,53</b>
<b>PERCENTAGES</b>	<b>79,33</b>	<b>83,17</b>	<b>79,83</b>	<b>92,67</b>

Table 4: Grades Class "B", by Catalina Carrillo





4: Class "B" Unit Two

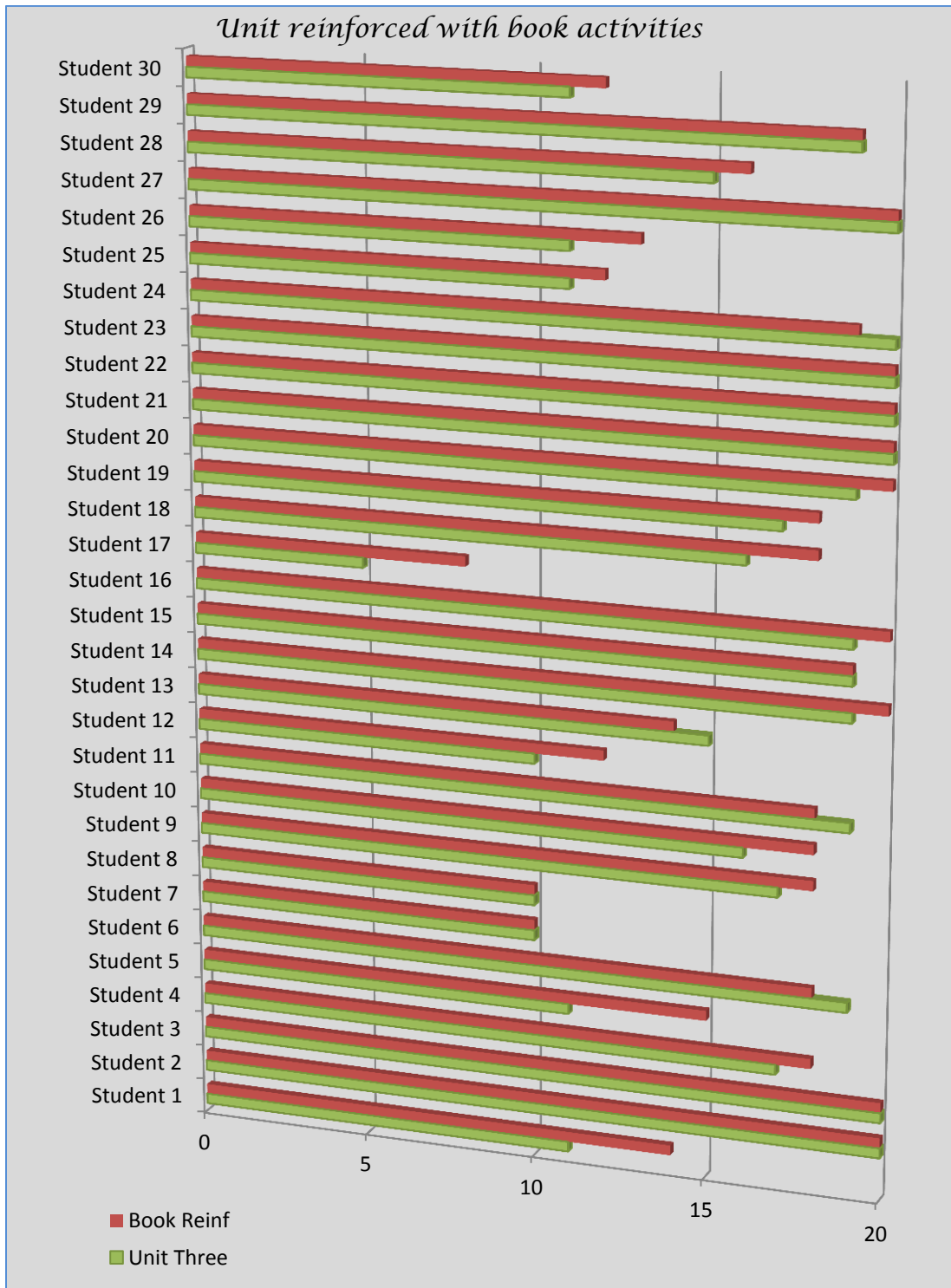


Fig. 8: Class "B" Grades/ Unit Two, by Magdalena Méndez

This graph illustrates the individual improvement students from class "B" made in their grades corresponding to the Second Unit, before and after they had the reinforcement of the topic with activities from their books.



5: Class "B" Unit Three

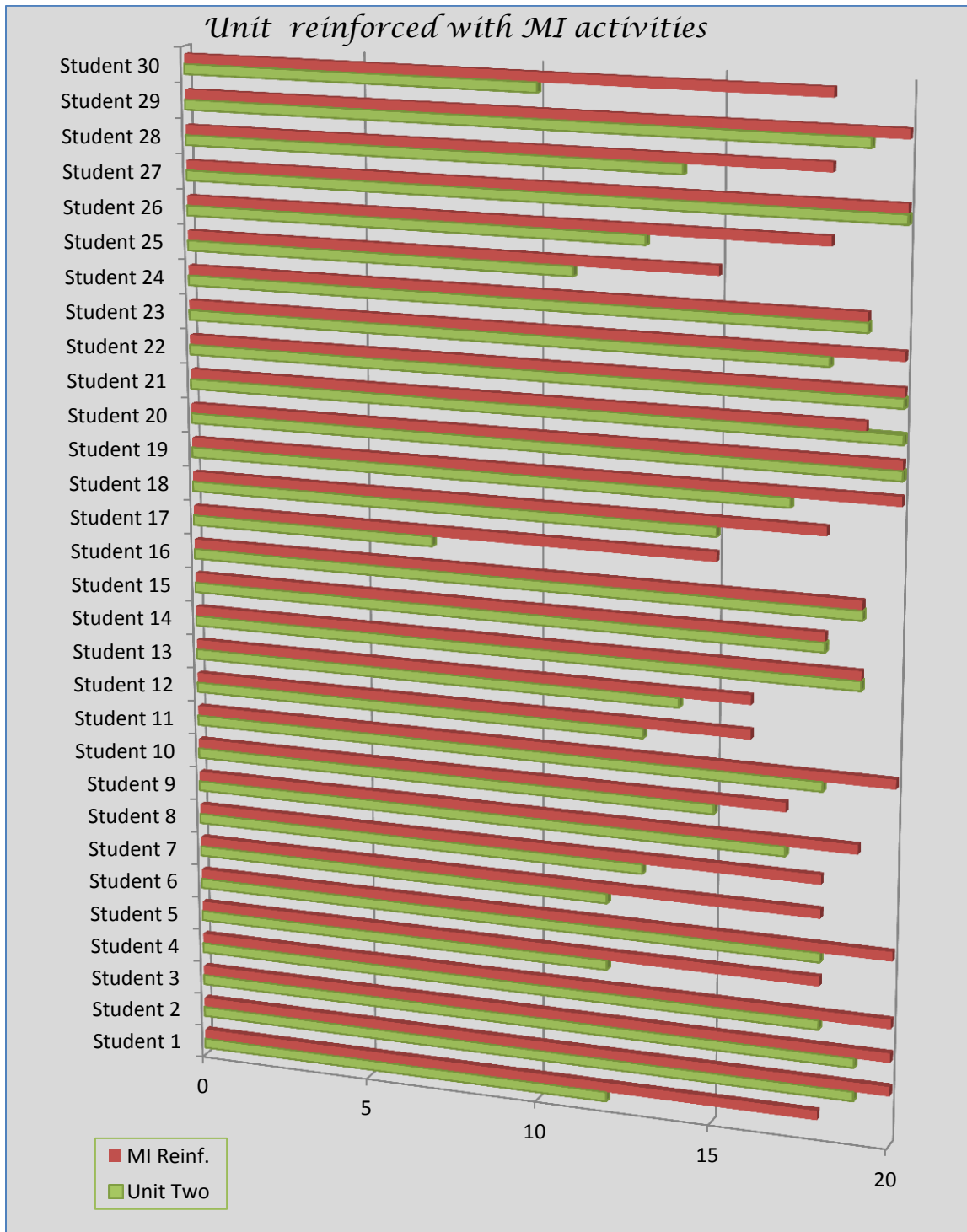


Fig. 9: Class "B" Grades/ Unit Three, by Magdalena Méndez



This graph demonstrates the individual improvement students from class "B" made in their grades corresponding to the Third Unit, before and after they had the reinforcement of the topic with Multiple Intelligences- based activities.

*6: Global Grades Class "B"*

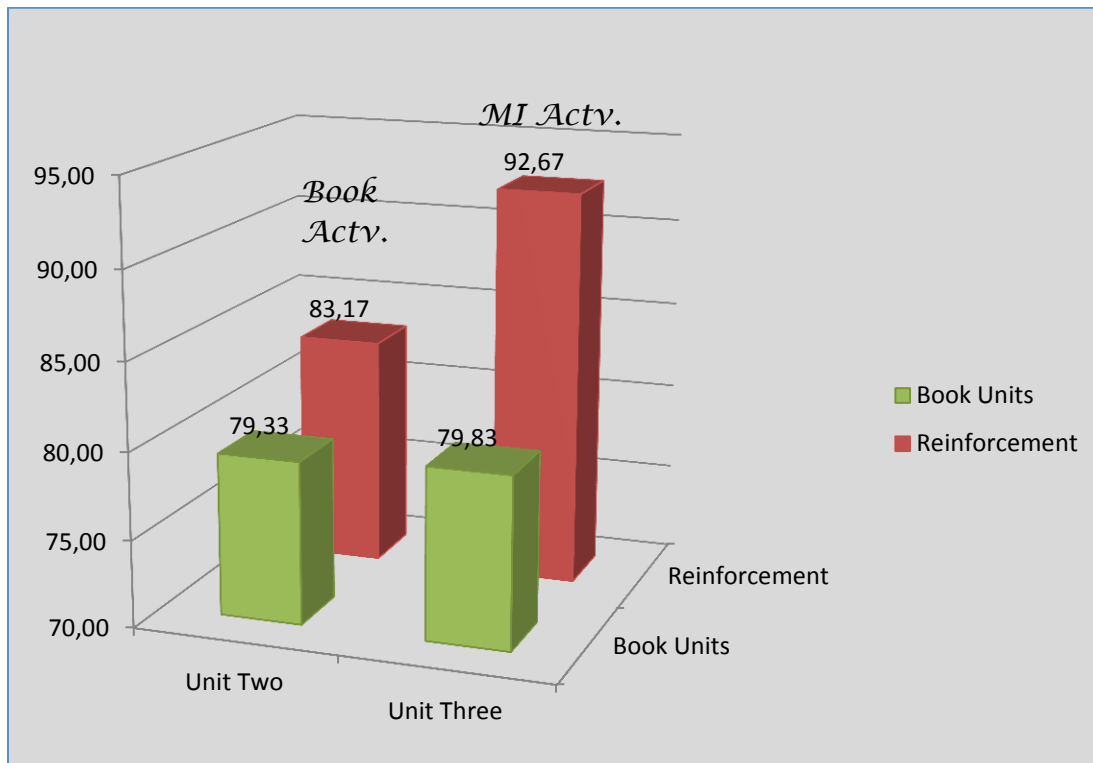


Fig. 10: Global Grades Class "B", by Magdalena Méndez

After Graph Number Four has been compared with Graph Number Five, it is evident that, in the same way as in Class "A", the students from Class "B" reached a higher level of improvement in their grades after they received the reinforcement of the topic with Multiple Intelligences-based activities. Graph Number Six above confirms this fact clearly; the percentages of the students' grades in Class "B" increased after the reinforcement activities from 79.33% to 83.17% in Unit Two. In Unit Three, on the other hand, the increase went from 79.83% to 92.67%.

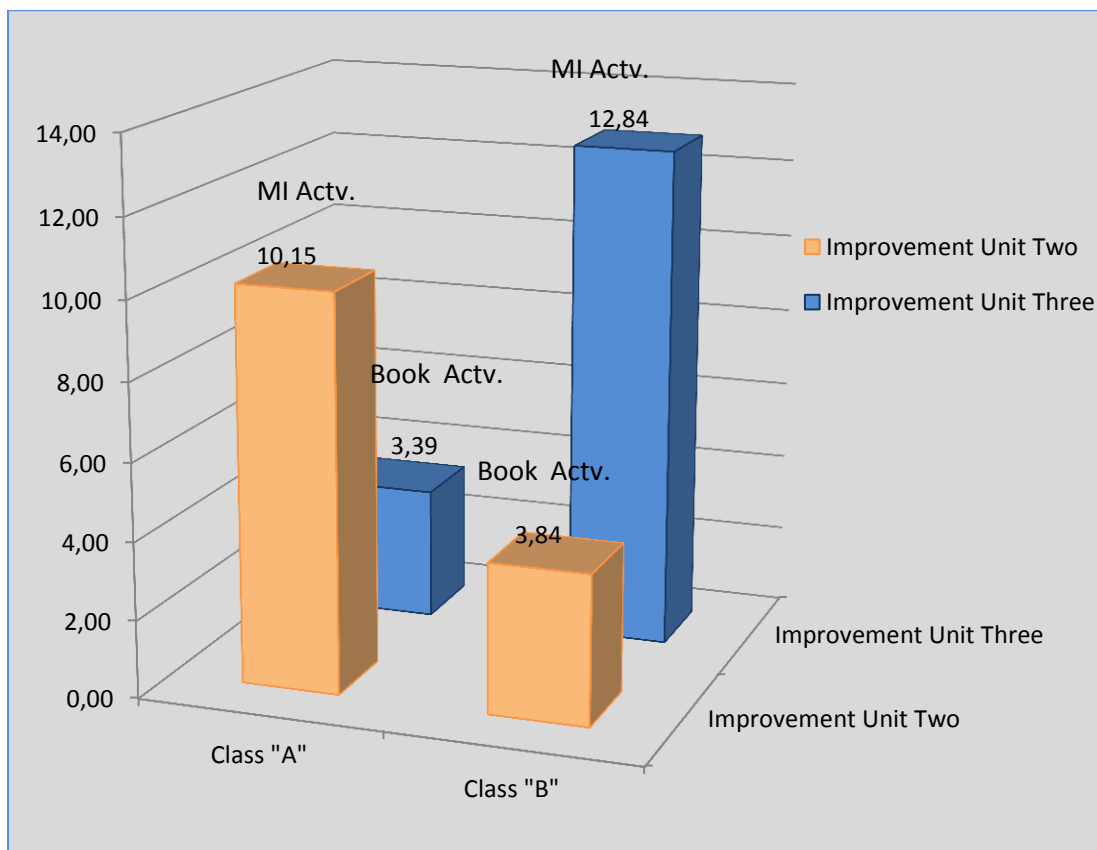
As a result, in Unit Two, which was reinforced with the same activities from the books, the global grade of the class was increased by 3.84% and in Unit Three, which was reinforced with MI based activities, the global grade was increased by 12.84%.



## CONCLUSIONS

In Graph Number Seven, below, it is seen that using Multiple Intelligences based activities in the classroom was very helpful for the teaching-learning process.

### *7: Reinforcement Grades Class "A"/ Class "B" Units Two and Three*



**Fig. 11:** Global Grades Class "A" and "B" Units Two-Three, by Magdalena Méndez

Even though the seventh graders of the Julio Maria Matovelle Elementary School, classes "A" and "B", improved their grades after they received reinforcement of the topics corresponding to the two first units of their syllabus for this year, with activities from their books and with Multiple Intelligences-based activities proposed in this thesis work, in both classes there was a higher level of improvement after they received the reinforcement from MI -based activities than after they had the reinforcement from the same activities in their books.



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In class “A” the grades students received after the reinforcement with the MI-based activities were 6.76% higher than the grades they received with the reinforcement from activities in their book. Similarly, in Class “B” the grades obtained with the MI-based activities were higher than those obtained from the book activities reinforcement by 9%.

Therefore, based on the results presented in the former chapter, I have reached the following conclusions:

1. Applying Multiple Intelligences based activities in the classroom helps in the teaching learning process by providing students with meaningful learning and by helping them to acquire vocabulary in a more constructive way than through other activities which do not stress Multiple Intelligences.
2. Bearing in mind Howard Gardner’s theory about Multiple Intelligences, when it comes time to plan a class for students, it certainly helps teachers to find the best ways of organizing and presenting the different topics to them. Thus, students’ strengths can be improved and their weaknesses overcome.
3. The Multiple Intelligences Theory reaches all students’ needs in a class and allows them to improve their grades. This affirmation is supported by the results of the MI based activities that were used in two different classes during this thesis work since even when the classes were made up of two different groups, an increment in the grades of the students could be seen in both classes. The increment in the grades obtained by the two classes was different, but there was still a notable increment when the students practiced with Multiple Intelligences based activities.
4. Aside from being able to reach all students by different intelligences and getting students motivated through activities that are interesting to them, the Multiple Intelligences based activities will also help with behavioural problems and make the teaching-learning process unfold in a relaxed way so that the students and teacher can enjoy the process.



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Finally, it is worthy to say that this thesis work proved the effectiveness of the inclusion of Gardner's Theory of Multiple Intelligences in the class since after learning with activities based on his theory students got better grades, enjoyed their classes more and changed their behaviour in a positive way inside the classroom. All these results can be seen in the graphs.



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## RECOMMENDATIONS

Now that this investigation has been carried out, there are some recommendations that can be based on the obtained results.

1. Teachers should observe their students carefully to look for their needs in order to fulfil them and to improve the teaching learning process. Students should be the center of our teaching.
2. It is important for teachers to be open minded about methodology. Do not be afraid of trying new things; your students may get bored if you use the same techniques all the time.
3. Give your students the opportunity to be themselves by presenting them with activities through which they can express themselves freely.
4. Present activities that catch your students' attention, and then they will enjoy having English classes and also will change their attitude.
5. Do not feel restricted to only using the mandatory book to teach your students. There always is the possibility of adding other extra activities aside from those in the book.
6. There is no magic methodology that can solve all your problems, but remember that all students are different; therefore, certain methods can work very well with some classes, but be useless in others.
7. It is possible to combine distinct methodologies and techniques. The teacher should find what is best for the students and if the teacher realizes that what is being used is not working, then the teacher should change the techniques. The most important goal is to make students feel happy, motivated and relaxed while they are learning.

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In conclusion, based on all the work done in this thesis and the obtained results, it is clear that Multiple Intelligence-based activities are a good option to be included in any curriculum since they help to achieve the students' and teacher's goals.

It is possible to consider that responsibility, as a teacher, will increase since the teacher will have to observe students from eight different perspectives; the teacher will have to work harder on the planning for all the Multiple Intelligences; the teacher will have to push students from behind rather than to pull them from the front; the teacher will have to work with students rather than for them; explore what they explore; discover what they discover, and often learn what they learn. But teachers will become more creative and open minded in their thinking; will comfortably write and sing songs; get better at drawing and painting; teachers will be relaxed , teachers will see growth and feel satisfaction within themselves, and their students will happily collaborate with them.





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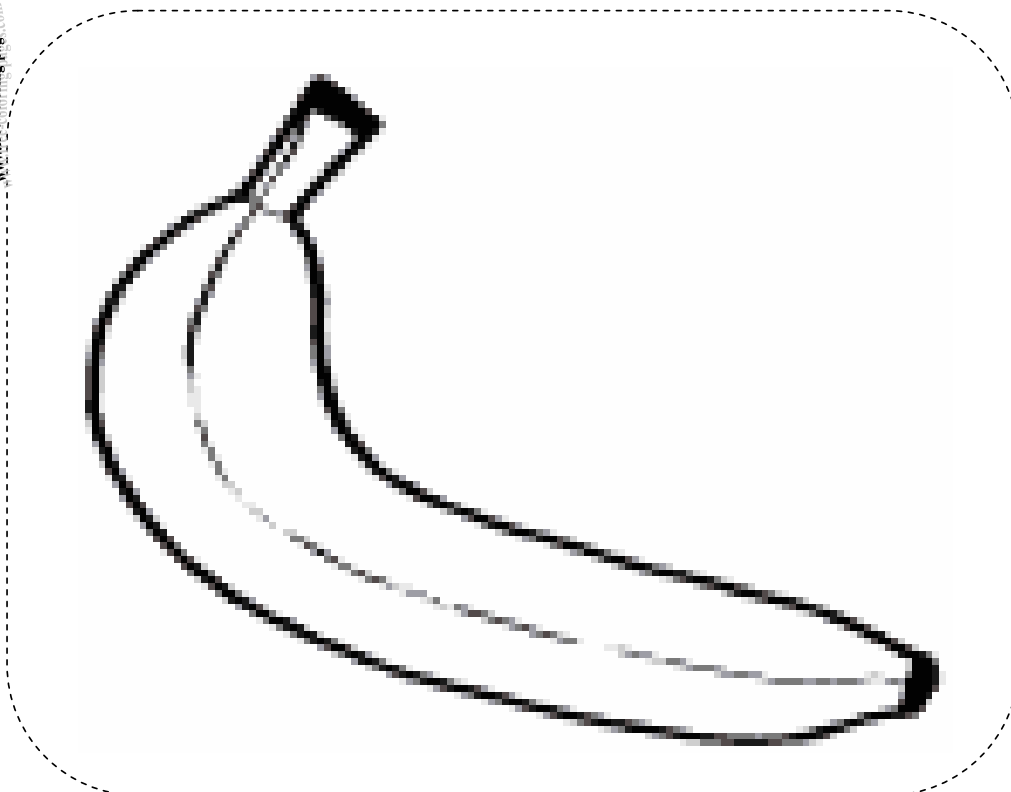
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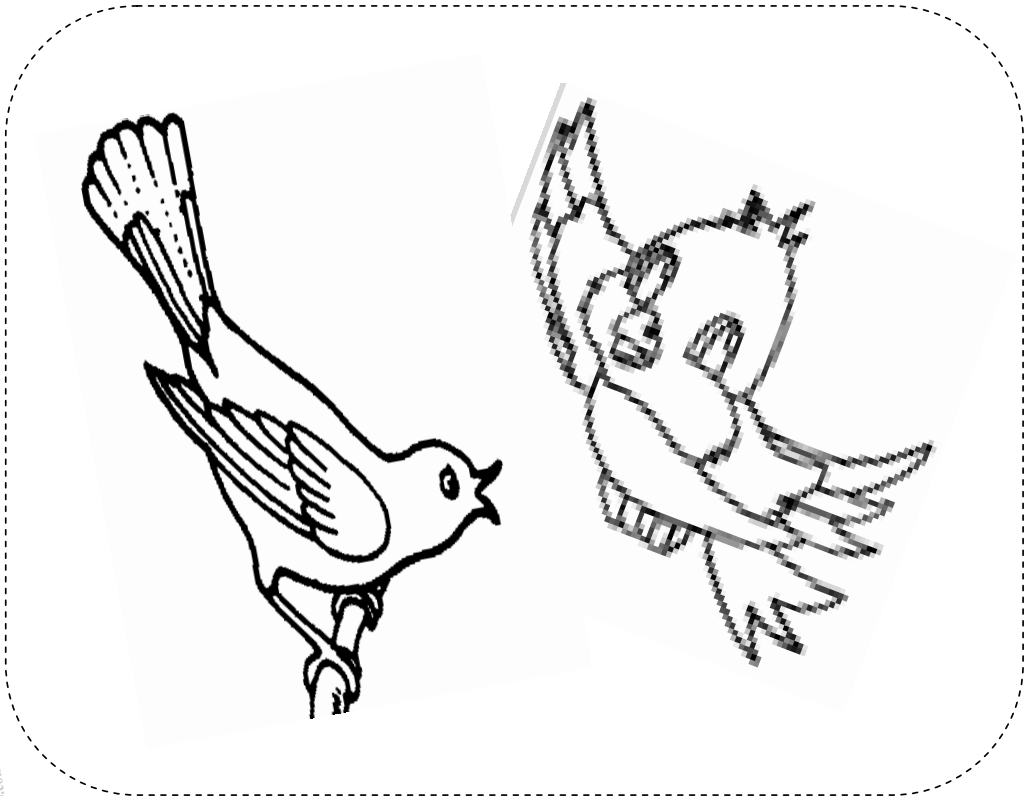
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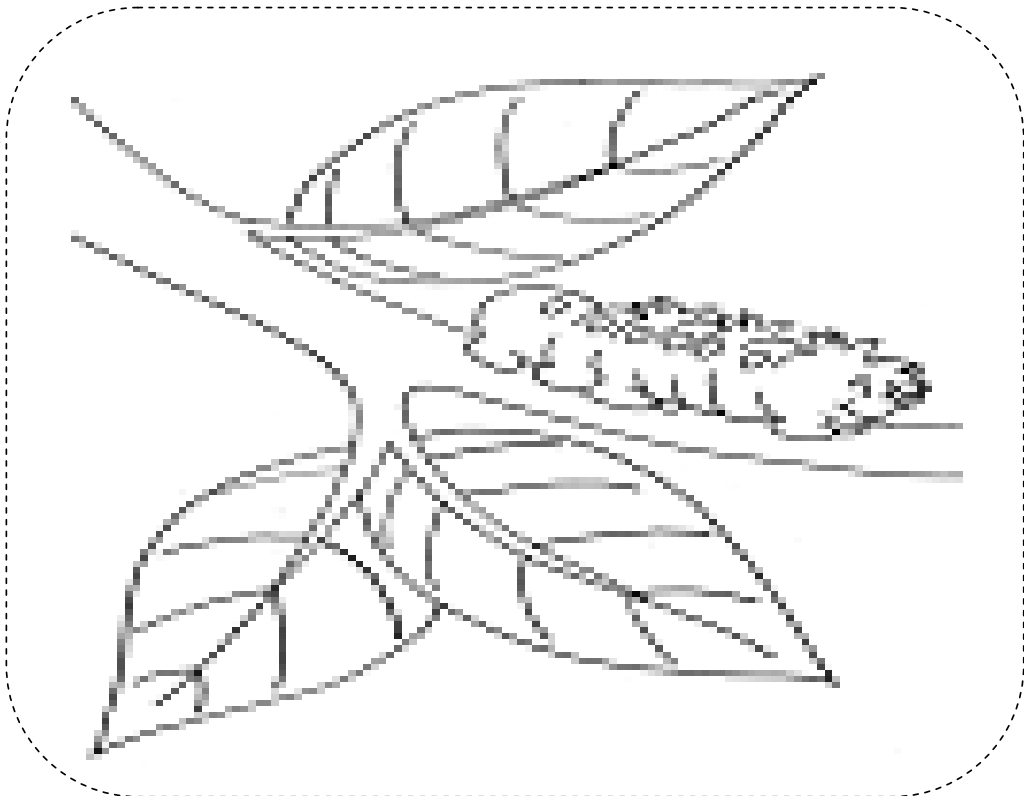
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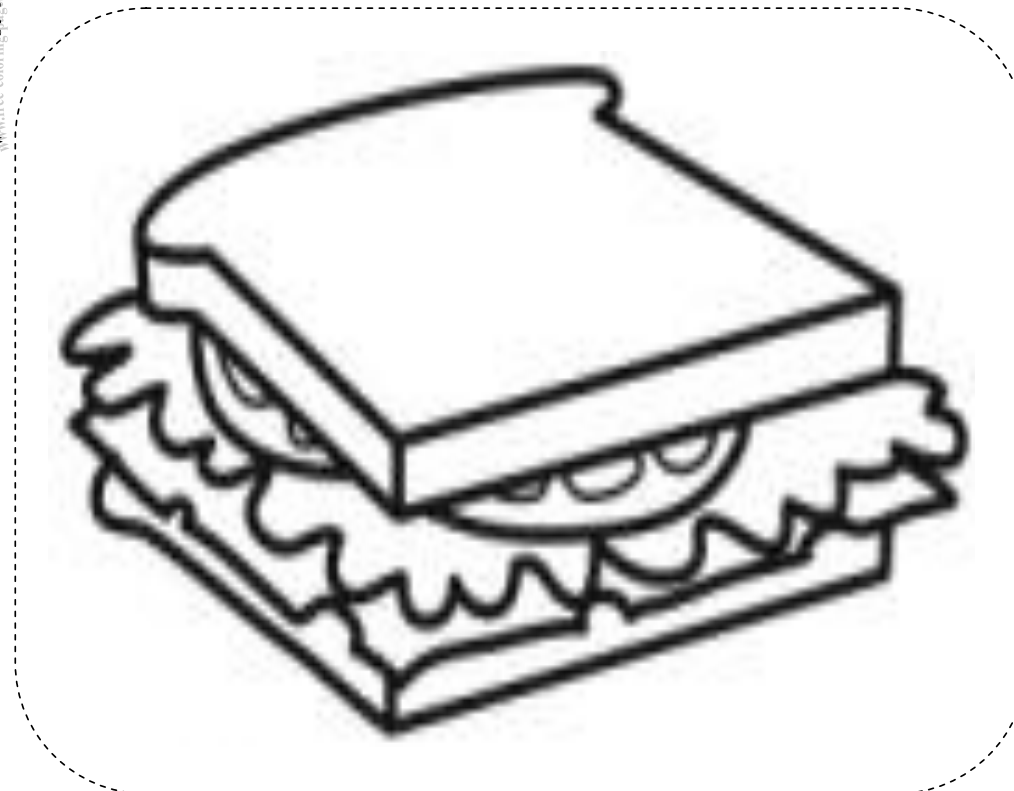
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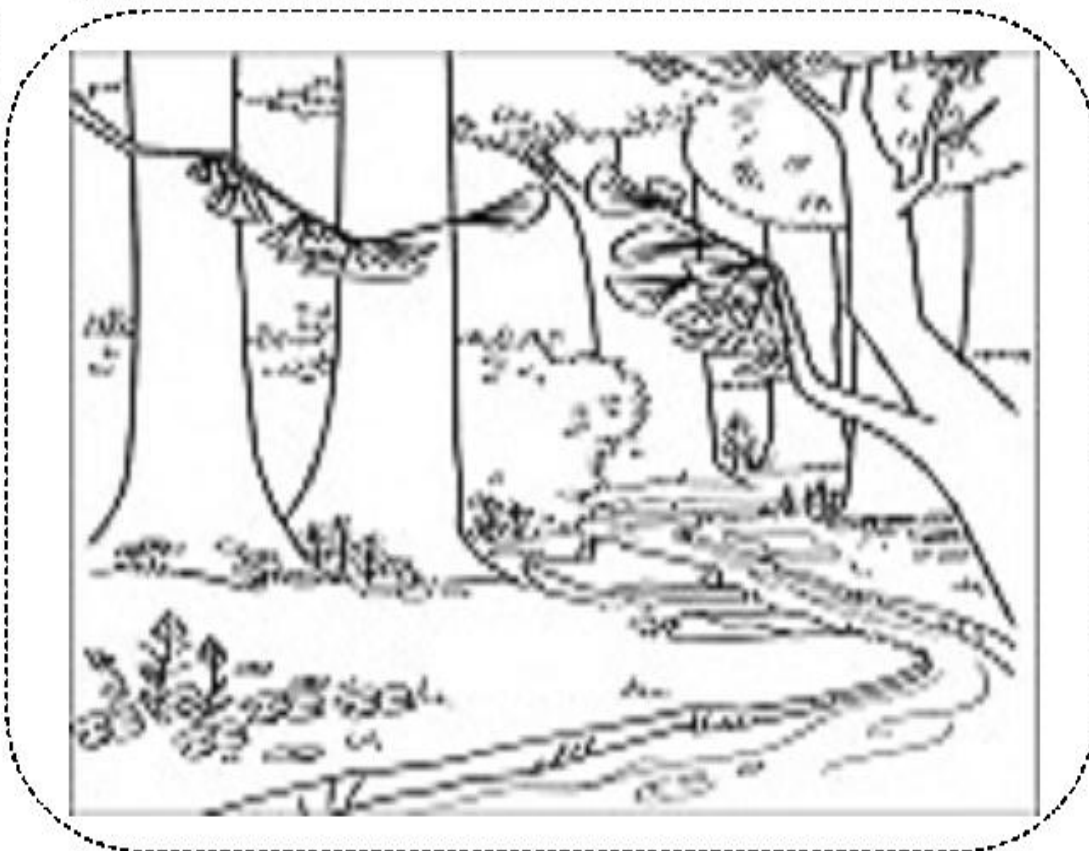
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