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ABSTRACT

This thesis focuses on the improvement of communicative skills among learners in the 7th grade among students aged 10-11. Some practical techniques that teachers can use for this purpose have been developed based on the Communicative Language Teaching methodology and the Multiple Intelligences theory. This combination of theories results in communicative classroom activities or tasks which can help the students by relying on their own strengths and interests. Moreover, this thesis presents the proposed activities integrated into five lesson plans. The proposal is to take into account the learners' diversity when accomplishing communicative activities or tasks by engaging them through a variety of activities based on the Multiple Intelligences theory.

Key Words: Multiple Intelligences theory, Communicative Language Teaching Method, Task-based Learning, Communicative Activities, Lesson Plans.



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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

“ACTIVITIES TO DEVELOP COMMUNICATIVE SKILLS AND TO ENGAGE STUDENTS IN THE ENGLISH LEARNING PROCESS BY APPLYING THE MULTIPLE INTELLIGENCE THEORY.”

Tesina previa a la obtención del Título de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa.

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DEDICATION

I offer this tesina with all my heart to my dear son Dilan and my husband Ricardo because of all their sacrifice. They have been my inspiration and my strength. Also I offer it to mom who has always supported me and helped me during this stage of my life. I'm everything I am because of her. *Heidy*

I lovingly dedicate this thesis to my family who encouraged me to reach my dream. To my mother and father for showing me their love and supporting me all this time. To my sisters for giving good advice that study is hard but not impossible. To my nieces and nephews for making me laugh every time. To my brother in-law for being a kindhearted person. *Katty*



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ACKNOWLEDGMENT

It is a pleasure to thank Cuenca University and especially the School of English Language and Literature and all the teachers who made this project possible.

This thesis would not have been possible without the encouragement, guidance, and support of our tutor, Mr. Catalina Astudillo, who has been an invaluable person on an academic and personal level, for which we are heartily thankful.



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INTRODUCTION

The present document focuses on introducing communicative activities based on the Multiple Intelligences theory through the application of the Communicative Language Teaching method for the seventh grade in a public school given that currently there is a lack of speaking activities in our English classes.

The reasons that underlie our proposal are threefold:

- a) To introduce activities that enhance communicative skills
- b) To organize each activity in class specifying the relevant intelligence type
- c) To apply the Multiple Intelligences theory in some sample lesson plans

In chapter 1, we describe the problem and the justification for our topic. Nowadays, educators are still teaching through traditional methods where the teachers talk in Spanish and the students do not make an effort to communicate in the target language. Teachers do not realize the necessity to develop a methodology that allows students to improve their communicative skills.

In chapter 2, we present the Literature Review on MI theory and Communicative Language Teaching as well as the relationship between these two views. Multiple Intelligences theory opens a wide range of opportunities for new teaching strategies in the classroom and many benefits, too. Communicative Language Teaching develops meaningful communication through the knowledge of linguistic elements, meanings, and



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functions. The relationship between Communicative Language Teaching and Multiple Intelligences theory enables teachers to encourage students to use the target language in a meaningful way through a variety of activities or tasks.

Chapter 3 presents communicative activities integrating multiple intelligences. In order to create various opportunities for the students' communication, the teacher applies the techniques and procedures suggested by the Communicative Language Teaching method and the Multiple Intelligences theory, providing a variety of activities that appeal to the eight different intelligences.

Chapter 4 sets out the conclusions and recommendations that emphasize the importance of employing this method in the classroom.



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CHAPTER I

THE PROBLEM

Teachers are still teaching through traditional methods, where students with verbal/linguistic and mathematical/logical intelligences are favored in the teaching-learning process, and it is only the teacher who speaks English in class. Students with different intelligences are left behind. Therefore, learning becomes mechanical for those students that are not favored with these two intelligences. We can say that some students will be stimulated and encouraged while the rest of the students will be turned off. As a result, students will feel disappointed with themselves, and will start believing that they are not smart enough. Students' development and comprehension of a foreign language like English will not get better. Students will repeat mindlessly what the teacher explains and says. As we have seen, students do not understand and participate in communicative activities. Teachers do not realize the necessity to develop a methodology which benefits most of our students. Multiple Intelligences (MI) theory is a very helpful model for developing communicative skills and can be used to accommodate students and diversify their learning experiences. MI theory ensures students are given the chance to work in all the intelligences, including their weakest and strongest. Through the present work, we will prove that the application of Multiple Intelligences theory improves students' development in communicative English activities.



1.1 TOPIC

ACTIVITIES TO DEVELOP COMMUNICATIVE SKILLS AND TO ENGAGE STUDENTS IN THE ENGLISH LEARNING PROCESS BY APPLYING THE MULTIPLE INTELLIGENCE THEORY

1.2 JUSTIFICATION

In our final project we expect to improve the techniques of the teaching-learning process within a class and enhance the speaking skills of the students by appealing to the eight kinds of multiple intelligences.

It is obvious, that English as a second language needs to be spoken and used in the right way. So, it is important that everyone involved in the teaching of English should be aware of the present unsatisfactory situation and focus on the way this language is being taught and learnt. Nowadays, in Ecuador there are adequate techniques of the teaching-learning process because in most of the cases teachers do not apply a process that results in learning English very well. Teaching students to memorize everything in English is one of the poor techniques; asking the students to look for the meaning of a word in the dictionary instead of pushing them to understand the context in which the word is used, is unsatisfactory, too. In order to avoid these inadequate techniques of the teaching-learning process, the teacher must force the students to be critical in all situations.



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Moreover, it is necessary to improve the speaking skills by introducing some activities that involve the eight intelligences types. These activities could be applied in order to get students leave their fear of speaking behind. Multiple Intelligences activities can be developed through music, because the student can express what kind of music he/she likes. Another activity could be a conversation or interaction about a topic that the learners of the given age group are interested in.

1.3 OBJECTIVES

General Objective

To develop a variety of activities in which students can demonstrate their communicative skills and at the same time to hold up an authentic teaching methodology where students' learning is successful.

Specific Objectives

To introduce activities to enhance communicative skills.

To organize each activity in class specifying the relevant intelligence type.

To apply the Multiple Intelligence theory in a several lesson plans.



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CHAPTER II

LITERATURE REVIEW

MULTIPLE INTELLIGENCES THEORY

Intelligence has been studied in order to understand the learning process in the classroom and, as a result, many theories have emerged. However, the Multiple Intelligences theory proposed by Howard Gardner has gained acceptance among the new tendencies of teaching and learning a foreign language. Multiple Intelligences theory has become a powerful model in the teaching-learning process because of the purpose in language learning, the improvement in methodology, and the benefits in the classroom.

Over the past couple of years, human intelligence has been studied and explained in order to improve classroom lessons. The study of human intelligence can be traced back to Alfred Binet. Denig stated that Binet conducted research on intelligence during the late 19th and early 20th centuries and he found that intelligence could be measured with a series of questions (qtd. in Zapf 2). From this investigation, the IQ test and the belief that a higher score is a signal of a very smart person was born; however, this IQ test was based only on linguistic and mathematical/logical intelligence. Then a new revolutionary concept and definition emerged after years of research in 1983 when Howard Gardner, professor at Harvard University, published his book *Frames of Mind: The Theory of Multiple Intelligences* (Gilman 1). Gardner suggested that there are a number of intelligences instead of a single one, and just as



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many ways of learning, too. He believed that intelligence is beyond the IQ test. Gardner proposed that "Intelligence is a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture" (qtd. in Gilman 2).

MI theory explains human intelligence as pluralistic instead of unitary. Students can interact and participate through thousands of sources where their varieties of intelligences are taken into account in the language learning process.

According to Arnold & Fonseca,

Neuroscience, then, points to the need to develop a holistic view of the classroom, taking the physical and affective dimensions of learners into account if their cognitive side is to function optimally. Within this perspective, the incorporation of MIT is an effective way to broaden the goals and the range of tools at our disposal for teaching a foreign language (121).

Gardner enumerated the following eight intelligences: linguistic intelligence, logical-mathematical intelligence, musical intelligence, spatial intelligence, bodily-kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence (Gilman 3-4; Armstrong 8-15).

Linguistic Intelligence is the ability to produce written or spoken language to express oneself or facts, such as accomplished by a poet, a journalist, a politician, a story teller, an orator, etc.



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Logical-mathematical Intelligence is the ability to use numbers like a mathematician or statistician does, or to reason well like a logician or a computer programmer, etc. This intelligence also has the ability to detect patterns and related abstract ideas.

Musical Intelligence is the ability to perceive, transform, produce and recognize pitch, rhythm, or melody. It is the ability we observe in musicians, composers, singers, etc.

Spatial Intelligence is the ability to perceive the visual-spatial world or to materialize perceptions. For example, a guide, a hunter, a painter, a sculptor, an inventor, etc. will have this type of intelligence.

Bodily-kinesthetic Intelligence is the ability to use the body for expressing ideas, feelings, and mood like an actor or an athlete does, or the ability to use our hands for transforming or producing something, like a surgeon, a mechanic, etc. will do in their work.

Naturalistic Intelligence is the ability to organize and classify the human environment.

Intrapersonal Intelligence is the ability of being aware of inner moods, feelings, desires, etc. and to use that information in one's own life.

Interpersonal Intelligence is the ability to communicate and make distinctions of people's intentions (Armstrong 6-7).



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Gardner found that each human being has eight intelligences and each person has the ability to develop the eight intelligences to a higher level; it will depend on the encouragement, enrichment, and instruction that he or she receives (Armstrong 15).

Regarding all these concepts, Gardner suggests that learning could be improved in the classroom, if the multiple intelligences were considered by teachers. MI theory assists language teachers as it provides them with a variety of ways to obtain meaning and strengthen memory in learning; a motivational environment and attention of the language can be expanded by applying MIT in class lessons (Arnold & Fonseca 120). Teachers have to be conscious that students do not learn in one way; in contrast, students have individual differences while learning.

MI theory is an interesting proposal that fosters students' learning and provides advantages both for the students and the teacher because teachers can apply a variety of paths in the learning of a foreign language and students feel more confident in a MI theory-based classroom.

Another improvement is that MI theory enhances the methodology of teaching. MI theory diversifies teaching strategies to be included in the classroom. There is no one set of teaching strategy that will work for all students. As we have pointed out, students possess many tendencies in the eight intelligences. As a result, one strategy can be successful with one group of students and less successful with other groups (Armstrong 72). Teachers should base their lessons on MI theory, because it opens the door to the use of different kinds of activities that will stimulate the intelligences present in a group of students. Since the students' diversity is involved in the planning of the



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lessons, the teachers improve their own methodology, because they are forced to look for new strategies and methods when presenting the knowledge to be acquired. Also, it is important to mention that authentic learning is obtained through the attention and self-confidence of the students. Thus, teachers give the students opportunities to create a unique learning environment by paying attention or considering the thoughts, aptitudes, and desires of the students (“Concept to classroom”).

Finally, MI theory has brought a whole range of benefits to the teaching-learning process in the classroom. Students’ development and performance in class is better when they are encouraged through the MI theory that emphasizes the different styles of learning among students. In “Multiple Intelligences in the Classroom”, Bruce Campbell explained that the positive results of this theory were stated in 1989-1990. A teacher led an action research program in his classroom in order to demonstrate the benefits of MI theory (8). The results showed that responsibility, self-direction, and independence were augmented because students improved and fostered their skills presenting projects in class (11). Also students’ academic performance was higher than before. Students started to do well in new areas as their retention was better because of the different MI applications (15). Besides MI theory is propelling new techniques to solve problems. According to Fewings, “Using the MI model as a starting point, it is possible to encourage usage of a wider range of creative thinking techniques that are more likely to generate innovate solutions.” Students learn to collaborate among themselves during the lesson or any activity that involves group work. In addition, friendship and respect



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are promoted while they are working in class. Students learn cooperatively and their self-confidence is incremented.

In conclusion, Multiple Intelligences theory has been a very useful model in the teaching-learning process of English as a foreign language. MI theory has advantages both for the student and the teacher in the language learning process; new teaching strategies are created for the classes, and there are many other benefits, too. However, how can a teacher use the MI theory to engage students in communicative activities?

Communicative Language Teaching

Communicative Language Teaching (CLT) is a method that looks for developing real communication in the target language. This method includes a goal, a design, and a procedure (Communicative Language Teaching). The communicative approach wants learners to reach the ability to use the linguistic system correctly. It means the adequate utilization of linguistic elements and the functional meanings.

Before discussing Communicative Language Teaching, it is important to mention that this method is related to MI theory since they both focus on developing meaningful communication through a variety of activities that show the use of the language in a fluent way, not only in hypothetical situations but also in real contexts. Moreover, students process information according to the intelligence they use best and the interaction provides scaffolding for students by helping them gain mastery over essential contexts.



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The purpose of CLT is to develop students' communicative competence. In order to understand what communicative competence is, we have to compare it with the concept of grammatical competence. Grammatical competence means that learners perform their skills of creating sentences in a language (Richards 3). According to Richards, grammatical competence mainly consists of sentence construction. In other words, "It is the knowledge of the building blocks of sentences (e.g. parts of speech, tenses, phrases, clauses, sentences, patterns)" (3).

Grammatical competence focuses on making sentences correctly, whereas communicative competence is to perform the language in a meaningful way. Moreover, communicative competence is displayed when learners know how to use the language for a variety of dissimilar reasons and meanings. It implies the knowledge of variation of the use of language according to the place and the participants, and the knowledge of how to produce and understand distinct kinds of texts. (Richards 3). In other words, communicative competence encourages students to perform an act of meaningful communication through the knowledge of linguistic elements, meanings, and functions (Larsen 122).

The design in CLT is made by three considerations such as: the teacher's role, the learner's role and the role of the instructional material. The learners' role consists of being a negotiator between the learning process, the self and the object of learning (Communicative Language Teaching Today 5).



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According to Richards the learner's role within the CLT is the following:

Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks (5).

As opposed to the learner's role, the teacher's role consists of making easier the communication process among participants (Larsen 122). He or she creates situations in order to bring about communication. He or she acts as a monitor by answering students' questions and by monitoring their accomplishments, as well as works on the students' errors through accuracy activities.

Concerning the teacher's roles, Richards states that there had been a change as to what was expected of teachers applying the new methodology:

Teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning (5).

The teacher is less dominant but not less important. He/she becomes an adviser, a source of guidance and help for the learners, or acts as a monitor that can supervise learners' strengths and weaknesses.



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The teacher creates situations for communication but the learners are the ones responsible for conducting the activity and reaching its conclusion. However, the teacher needs to develop learners' confidence and independence. He/she should also introduce undirected activities by small doses that will be incremented gradually. Also, the teacher must be sure that the learners know exactly what to do in an activity.

In addition, the teaching materials also play an important role in CLT because they provide the basis for communication among the learners. The kinds of materials could be task-based materials, text-based materials, and realia (CLT).

The procedure in CLT methodology has the purpose of being an evolutionary one. It must follow a presentation of a concise dialogue, questions and answers established on the dialogue topic, questions and answers associated with the student's experience, interpretative activities, role plays, simulations (CLT).

The relationship between CLT and MI theory allows the educators to encourage students to use the language in a meaningful way through a variety of activities. For example, CLT improves oral activities through pair work and group tasks since these are activities in which learners collaborate with their pairs and the rest of their classmates in order to reach an interactive environment where the use of language is advanced. MI theory states that real communication is created when the language is integrated with a variety of activities based on some of the multiple intelligences such as the interpersonal and linguistic ones. The interpersonal intelligence, learners improve their communication during conflict mediation and pair work, and through the linguistic



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intelligence, communication is improved using linguistic elements that could be applied in accuracy activities (Richards, Rodgers 120).

Some of the contributions to communicative language learning are to provide 'whole- task practice' through a variety of communicative activities, organized in order to suit the learners' level of ability. Learners' motivation to learn is increased in their classroom learning as learners use the language as a means of communication. Natural learning takes place when the learners use the language for communication, and an environment is created in order to support learning because positive relationships are developed in the process of communication.

Task- Based Learning

Task Based Learning (TBL) is a method derived from CLT that has the same purpose. Thus, they support the language learning through tasks in which real communication is performed by the learners in and outside of the classroom (Leonhardt 2).

A task is an activity that focuses on meaning instead of the form (Principles of Communicative 8). According to Leonhardt, a task is defined as an activity "where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (4).

Leonhardt reports that there are six types of tasks that are useful for learning language and for reaching communicative competence where the meaning, the function, and the form of the language are understood by the learners.



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Table 1 lists some tasks and the communicative purposes behind them so that students can develop to an outcome.



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TYPES OF TASKS

1.- Listening	<ul style="list-style-type: none">- Brainstorming- Fact finding
2.- Ordering and sorting	<ul style="list-style-type: none">- Sequencing- Ranking- Categorizing- Classifying
3.- Comparing	<ul style="list-style-type: none">- Matching- Finding similarities- Finding differences
4.- Problem solving	<ul style="list-style-type: none">- Analyzing real situations- Analyzing hypothetical situations- Reasoning- Decision making
5.- Sharing personal experiences	<ul style="list-style-type: none">- Narrating,- Describing- Exploring and explaining attitudes, opinions, reactions
6.- Creative Task	<ul style="list-style-type: none">- Brainstorming- Fact-finding- Ordering and sorting- Problem solving

(Leonhardt)



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Task-based learning involves four steps. They areas follows: the definition of a task, task preparation, task realization and post task.

The definition of a task means that a teacher and learners discover the topic and the teacher only emphasizes practical words and phrases.

Task preparation stresses the importance of preparing learners carefully; the task is prepared in order to involve students in the context.

During task realization, learners perform the task, and then feedback takes place (TBL 2).

In conclusion, TBL is a method derived from CLT that creates classroom tasks in which students negotiate meaning and use communication strategies in order to perform meaningful communication in and outside the classroom. In addition, our project has the purpose of presenting a variety of communicative tasks blended with MI theory to enhance students' use of English.



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CHAPTER III

METHODOLOGY

DESIGN COMMUNICATIVE ACTIVITIES INTEGRATING

MULTIPLE INTELLIGENCES

The communicative activities that we are proposing can be used in lesson plans for constructing and consolidating students' English knowledge. During the stage of constructing knowledge, these activities help to evaluate what is being learned through the practice. The teacher can monitor the students' performance and eliminate their doubts. In the stage of consolidation, students become aware of the meaning and use of the newly acquired language.

The activities that we have designed act as a bridge between using English in class and using English in real life situations or out of class. The learners are placed in situations that require authentic use of the language in order to communicate. In order to create various opportunities for students to communicate, the teacher applies the techniques and procedures suggested by the CLT method.

The communicative activities will be applied to 30 or 35 students of seventh grade in a public school at beginner level. The reason why we thought about the application of these communicative activities in the classroom is due to the lack of speaking activities in our English classes today. However, an ideal communicative class will include the following:



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- a) Speaking activities must represent the communicative language use instead of the modeled language use.
- b) In a communicative class, grammar is not important. It could be taught by the teacher on a separate occasion if the use of a language form is evidently a problem for the learner. Moreover, the teacher encourages the students to keep on talking unless the mistake interferes with the comprehension of the message.
- c) Classroom activities focus on negotiation of meaning and sharing information. They are carried out in pairs or as group work in which teachers are the facilitators for the students by helping them when it is necessary.
- d) The use of the communication strategies lets students infer the meaning of the unknown word instead of asking the teacher to help.
- e) Teacher is a facilitator that allows learners to produce errors freely, he/she develops a distinct view of students' errors and of his/her role of facilitator.



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KINDS OF ACTIVITIES

There are several kinds of activities that can be applied in a communicative class, but below only the five most important will be mentioned.

1. - Role Plays. The teacher gives students a definite role to play and to take on an imaginary identity.

2. - Simulation exercises. Students do a definite task in order to make correct answers. Teacher allows learners to perform the language in a real context.

3. - One-sided dialogues. Through these activities students have the opportunity to create their own responses by reading their own part of a dialogue.

4. - Information-gap activities. Students have to develop a task in pairs in which one of the students has access to all the information and tries to pass it onto their classmates. Another way to use an information-gap activity is when two students develop a task in which both of them have access to only half of the information in order to solve the problem.

5. - Discussion and conversation activities. In these activities students and their classmates discuss a subject by giving opinions and showing agreement or disagreement.



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1. GUESSING GAME

- Level:** Beginners
- Time:** 10 minutes
- Aim:** To get the whole class involved in a fun activity in which they can use a lot of language they have learned previously.
- Function:** Talking about what they are doing.
- Organization:** The whole class (split in two big groups).
- Preparation:** Two lists of 15 sentences

Procedure:

1. Divide the class into two big groups.
2. The teacher calls one student of each group to the front of the class and gives each one a sentence written on a piece of paper. The sentence describes a simple activity. The students mime the actions and their groups have to guess the action.
3. The teacher can demonstrate the game by choosing one student and having him mime the action before starting the game. Thus, the teacher encourages the students by asking questions such as:

Are you riding a bicycle?

Are you sending an e-mail?

Are you?



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4. The two groups have five minutes to guess as many actions as they can, and the group that has guessed more sentences will be the winner.



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2. EXCHANGING PERSONAL INFORMATION

Level: Beginners

Time: 10 minutes

Aim: To encourage students to improvise using the information of their own.

Function: Talking about personal information.

Organization: The whole class

Preparation: Copies of the questions for each student.

Procedure:

1. The teacher tells students that they are going to play a game to find out things they might not know about each other. They will have a few minutes to fill out a survey sheet.
2. Students have to ask Wh-questions in relation to the statements. For example, how often do you drink apple juice? etc.
3. Students cannot have touse one name more than once.



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Find someone who.....	
.....loves to drink apple juice.	Yes No Name:
	When: How:
.....knows how to do a French braid.	Yes No Name:
	When: How:
.....prefers hamburgers to steak.	Yes No Name:
	When: How:
.....wants to visit outer space.	Yes No Name:
	When: How:
.....snores while he/she sleeps.	Yes No Name:
	When: How:
.....has a dream of being a movie star.	Yes No Name:
	When: How:



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3. REDICTIONS

Level: Beginners

Time: 15 minutes

Aim: To familiarize students with the idea of predicting.

Function: Talking about future events.

Organization: Pair work

Preparation: Worksheets of the situations

Procedure:

1. The teacher divides the class into 2 groups: Students A and B.
2. Each student receives a handout.
3. They do not look at each other's paper because they have different information.
4. Students exchange information in order to complete the task.
5. The teacher asks the students about the predictions.



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Student A	
Situations	What will happen next?
John wanted to buy some candy at the store, but he forgot his money at home. What do you think will happen next?	
	She finds a broken mirror which her mother had dropped accidentally.
Henry had been waiting all week to go to the beach. He was all ready to go when his mom said, "I have some bad news." What do you think will happen next?	
	The teacher will give an oral test on the given lesson and the students are afraid.



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Student B	
Situations	What will happen next?
	He will meet his brother and will ask himfor some money. Also he will buy some chewing gum(s).
Jenny was swinging on the swings when she heard a "SNAP!" What do you think will happen next?	
	His grandmother is sick and his mother will have to take care of her. They won't go to the beach.
The students were playing during the lesson and were not paying attention. The teacher is very upset. What do you think will happen next?	



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4. SIMULATION GAME

Level: Beginners

Time: 10 minutes

Aim: To familiarize students with the idea of describing.

Function: Talking about descriptions.

Organization: Whole class

Preparation: CD with sound of beach

Procedure:

1. The teacher plays the CD and asks the students to close their eyes. Then, he or she describes the beach.
2. Students are asked to open their eyes and describe what they would like to do in on the beach?



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5. DRAMATIC PLAY ACTIVITIES

Level: Beginners

Time: 20 minutes

Aim: To put students in a specific situation in which they have to make adequate responses

Function: Talking about their feelings by pretending they are another thing or person

Organization: Group work

Preparation: Have a list of feelings which can help students remember the vocabulary about feelings

Procedure:

1. Each student is given to be a thing. For example, students can be a river, a plant, a flower, a garden, a fish, sand, a stone, etc.
2. Students will have to think and feel as the thing assigned.
3. Then they will have to share their feelings with the group.



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6. ROLE PLAY

Level; Beginners

Time: 15 minutes

Aim; To encourage students to improvise a role play by performing some situations in the classroom

Function: Persuading

Apologizing

Organization: Group of three

Preparation: Choose a situation in which there is a problem or conflict.

For example, "You are a person who is looking for a job."

"You have lived in a rural area and in an urban area; you have to tell your classmates about your experiences."

"You have been cheated on by your boyfriend/ girlfriend"

Procedure:

1. Divide the class into groups of three.
2. Name students A, B and C.
3. Students are given a role within the group, students A: boyfriend, students B: girlfriend and students C: the girl's other "sweetheart".



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4. Explain the situation with clarity in order to get students play their role correctly.

Student A goes to visit his girlfriend without telling her. He arrives at his girlfriend's house, knocks on the door, but nobody opens it. So when he returns to his house, he sees his girlfriend kissing somebody. Student C tries to present the argument that "the woman is not worth anything." Student B is the woman who apologizes for what has happened and hopes to make up with her boyfriend. Students A and B take turns telling the woman off and leave the woman forever.



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STUDENT A

You are boyfriend 1. When you were looking for her, she wasn't there. You say to yourself that she must be working.

STUDENT B

You are the woman. You are playing with the feelings of the two boys. You get caught and apologize for your actions.

STUDENT C

You are boyfriend 2. You are telling your girlfriend how pretty she is, how intelligent she is, and how successful she is.



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7. INFORMATION GAP ACTIVITIES

Level: Beginners

Time: 10 minutes

Aim: To talk to each other in order to complete a task.

Function: Describing

Organization: Pair work

Preparation: Prepare a set of cards showing? depicting? animals.

Procedure:

1. The teacher gives each student a piece of paper with a different initial letter in a word.
2. Students have to look for a word that starts with the same letter in order to form a pair.
3. Each couple is divided in student 1 and 2.
4. The teacher gives each student a different picture about animals.
5. Students must sit down back to back and they have to ask each other questions in order to find out differences between the two pictures.
6. Students go to the front of the class and tell their classmates how many differences they have found.



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The proposed activities have been included in lesson plans which demonstrate that these activities will be part of a sequence of activities. The students will have the opportunity to gradually enter into more language that will enable them to produce meaningful messages. Thus, we are helping and guiding the prospective teachers to see that communicative activities cannot be used in isolation but they are the result of a sequence of tasks leading to a more well-balanced lesson.

The following lesson plans demonstrate the sequence mentioned above. The following lesson plans demonstrate the sequence mentioned above. The format used for the lesson plans come from the Ministry of Education of Ecuador. The school authorities ask the English teachers to use the same format without translating any heading or titles.



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ASIGNATURA: ENGLISH		AÑO EGB/BGU: 7MO	GRUPOS/PARALELOS: A	
DOCENTE(S): HEIDY RIVERA AND KATTY PINTADO				
EJE TRANSVERSAL: ENVIRONMENT				
EJE CURRICULAR INTEGRADOR: LISTENING, SPEAKING, READING, AND WRITING FOR SOCIAL INTERACTION.			EJE DE APRENDIZAJE: SPEAKING	
BLOQUE CURRICULAR: 1. NATURAL PLACES				
DESTREZA CON CRITERIO DE DESEMPEÑO: GIVE GENERAL INFORMATION ABOUT FUTURE EVENTS OR ACTIONS.				PLANIFICACIÓN No. 1
OBJETIVOS EDUCATIVOS ESPECÍFICOS:				NRO. PERÍODOS:
	ACTIVIDADES DE APRENDIZAJE Y/O ESTRATEGIAS METODOLÓGICAS	RECURSOS	EVALUACIÓN	
			INDICADORES ESENCIALES DE EVALUACIÓN	TÉCNICA/ INSTRUMENTO / ACTIVIDADES
ANTICIPACIÓN	Ask students about their vacation. Where will they go? What will they do there? Who will they go with? How much time will they spend there? SS share their experiences with the class. (Intrapersonal and Naturalistic Intelligence)	A board and markers	He or she will be able to express future events or actions.	Technique: Observation Instrument: Register:
CONSTRUCCIÓN DEL CONOCIMIENTO	-The teacher plays the CD player and asks the students to close their eyes. Then, he or she describes the beach. -Students are asked to open their eyes and to describe what they will do at the beach. (Spatial and Linguistic Intelligence)	CD with sounds of the beach, and CD player		
CONSOLIDACIÓN	-The teacher divides the class into groups of students A and B. -Each student receives a handout. -They do not look at each other's paper because they have different information. -Students exchange information in order to complete the task. -The teacher asks the students about predictions. (Logical Intelligence)	Worksheets of the situations		



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DOCENTE(S): HEIDY RIVERA AND KATTY PINTADO				
EJE TRANSVERSAL: GOOD LIFE				
EJE CURRICULAR INTEGRADOR: LISTENING, SPEAKING, READING, AND WRITING FOR SOCIAL INTERACTION.			EJE DE APRENDIZAJE: SPEAKING	
BLOQUE CURRICULAR: 2. I AMING.				
DESTREZA CON CRITERIO DE DESEMPEÑO: Give information about what the students are doing.				PLANIFICACIÓN No. 2
OBJETIVOS EDUCATIVOS ESPECÍFICOS:				NRO. PERÍODOS:
	ACTIVIDADES DE APRENDIZAJE Y/O ESTRATEGIAS METODOLÓGICAS	RECURSOS	EVALUACIÓN	
			INDICADORES ESENCIALES DE EVALUACIÓN	TÉCNICA/ INSTRUMENTO / ACTIVIDADES
ANTICIPACIÓN	<p>Begin the class with a few questions: What are you doing? Are you reading? Are you studying? Are you playing?</p> <p>After that SS share their experience about some advice that they received when they were sick.</p>	A board and markers	He or she gives and asks for information about what they are doing.	Technique: Observation Instrument: Register:
CONSTRUCCIÓN DEL CONOCIMIENTO	<p>-Students work in pairs. Students A will describe a picture saying what people are doing in the picture. Student B will draw what he/she hears.</p> <p>-They switch roles.</p> <p>-Then they compare their drawings with the original paintings.</p> <p>(Linguistic and Spatial Intelligence)</p>	<p>Pictures</p> <p>Pieces of paper</p>		



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CONSOLIDACIÓN	<p>-Divide the class in two big groups.</p> <p>-The teacher calls one student of each group to the front of the class and gives each one a sentence written on a piece of paper. The sentence describes a simple activity</p> <p>-The students mime the actions and their groups have to guess the action.</p> <p>-The teacher can demonstrate the game by choosing one student, and having him to mime the action before starting the game. Thus, the teacher encourages the students by asking questions such as</p> <p style="padding-left: 20px;">Are you riding a bicycle?</p> <p style="padding-left: 20px;">Are you sending an e-mail?</p> <p style="padding-left: 20px;">Are you?</p> <p>-The two groups have five minutes to guess as many actions as they can, and the group that guessed more sentences will be the winner.</p> <p>(Bodily-Kinesthetic Intelligence)</p>	Two lists of 15 sentences		
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DOCENTE(S): HEIDY RIVERA AND KATTY PINTADO				
EJE TRANSVERSAL: ENVIRONMENT				
EJE CURRICULAR INTEGRADOR: LISTENING, SPEAKING, READING, AND WRITING FOR SOCIAL INTERACTION.			EJE DE APRENDIZAJE: SPEAKING	
BLOQUE CURRICULAR: 3. NATURAL PLACES				
DESTREZA CON CRITERIO DE DESEMPEÑO: GIVE GENERAL INFORMATION ABOUT FUTURE EVENTS OR ACTIONS.				PLANIFICACIÓN No. 3
OBJETIVOS EDUCATIVOS ESPECÍFICOS:				NRO. PERÍODOS:
	ACTIVIDADES DE APRENDIZAJE Y/O ESTRATEGIAS METODOLÓGICAS	RECURSOS	EVALUACIÓN	
			INDICADORES ESENCIALES DE EVALUACIÓN	TÉCNICA/ INSTRUMENTO / ACTIVIDADES
ANTICIPACIÓN	Introduce learners to 'wh' questions using the vocabulary poster and removable word cards Discussion about the importance of asking questions SS share their ideas in the classroom. (Intrapersonal and Linguistic Intelligence)	Poster	He or she will be able to express future events or actions.	Technique: Observation Instrument: Register:
CONSTRUCCIÓN DEL CONOCIMIENTO	-Remove the coloured 'wh' word cards from the vocabulary poster -Display one 'wh' card at a time to the class and ask if anyone can think of a question using that word -As each 'wh' question is asked, instruct the learner to place the appropriate 'wh' word card onto the vocabulary poster. (Linguistic Intelligence)	Cards		
CONSOLIDACIÓN	-The teacher tells the students that they are going to play a game to find out things they might not know about each other. They will have a few minutes to fill out a survey sheet. -Students have to ask Wh-questions in relation to the statements. For example, when do you drink apple juice? How often do you drink apple juice? -Students do not have to use one name more than once. (Intrapersonal Intelligence)	Copies of the questions for each student.		



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DOCENTE(S): HEIDY RIVERA AND KATTY PINTADO				
EJE TRANSVERSAL:				
EJE CURRICULAR INTEGRADOR: LISTENING, SPEAKING, READING, AND WRITING FOR SOCIAL INTERACTION.			EJE DE APRENDIZAJE: SPEAKING	
BLOQUE CURRICULAR: 4. PERFORMING DIFFERENTE SITUATIONS				
DESTREZA CON CRITERIO DE DESEMPEÑO: TALK ABOUT THE THINGS THEY WOULD DO IF THEY WERE IN TERRIBLE OR NICE SITUATIONS RESPECTING EACH OTHER'S IDEAS.				PLANIFICACIÓN No. 4
OBJETIVOS EDUCATIVOS ESPECÍFICOS:				NRO. PERÍODOS:
ACTIVIDADES DE APRENDIZAJE Y/O ESTRATEGIAS METODOLÓGICAS		RECURSOS	EVALUACIÓN	
			INDICADORES ESENCIALES DE EVALUACIÓN	TÉCNICA/ INSTRUMENTO / ACTIVIDADES
ANTICIPACIÓN	Students try to answer the questions put to them by their teacher about the things they would do if they were in the following situations. "You are a person who is looking for a job" "You have been cheating on your boyfriend/ girlfriend etc. (Intrapersonal Intelligence)	Flash cards	He or she expresses their thoughts about the things they do. (Intrapersonal, Interpersonal)	Technical: Observation Instrument Register Type: Descriptive
	a) The teacher divides the class into groups of three. b) Puts students into groups of A, B and C. c) Students are given a role within the group, students A: boyfriend, students B: girlfriend and students C: "sweetheart" of the girl. d) Students A go to visit (to) their girlfriends without telling them about it. They arrive at their house, knock on the door, but nobody opens it. So when he returns to his house, he sees his girlfriend kissing another man. They have to improvise the situation.... Students C try to say something like "that woman is not worth anything". Students B say something in order to save the situation, but students A and B are not in the mood to forgive and leave the woman forever. e) They perform the activity in front of the class. (Interpersonal and Bodily kinesthetic Intelligence)	Cards with the written roles A, B and C.	Students perform the situation in order to develop their communicative skill.	Technical: games of simulation



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CONSOLIDACIÓN	<p>In pairs students have to bring different pictures about bad situations. Students must sit down back to back and they have to ask each other questions in order to find out differences or similarities between the two pictures</p> <p>f) Students go to the front and tell the whole class how many differences they found.</p> <p>(Interpersonal Intelligence)</p>	Flash cards		
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ASIGNATURA: ENGLISH		AÑO EGB/BGU: 7MO	GRUPOS/PARALELOS: A	2012
DOCENTE(S): HEIDY RIVERA AND KATTY PINTADO				
EJE TRANSVERSAL:				
EJE CURRICULAR INTEGRADOR: LISTENING, SPEAKING, READING, AND WRITING FOR SOCIAL INTERACTION.			EJE DE APRENDIZAJE: SPEAKING	
BLOQUE CURRICULAR: 5. NATURAL PLACES				
DESTREZA CON CRITERIO DE DESEMPEÑO: EXPRESS HIS/HER FEELINGS BY PRETENDING TO BE NATURAL THINGS IN ORDER TO RESPECT OUR NATURAL ENVIRONMENT.				PLANIFICACIÓN No. 5
OBJETIVOS EDUCATIVOS ESPECÍFICOS:				NRO. PERÍODOS:
ACTIVIDADES DE APRENDIZAJE Y/O ESTRATEGIAS METODOLÓGICAS		RECURSOS	EVALUACIÓN	
			INDICADORES ESENCIALES DE EVALUACIÓN	TÉCNICA/ INSTRUMENTO / ACTIVIDADES
ANTICIPACIÓN	Share information about the natural places that exist in their country (parks, rivers, forests, etc.) Exchange ideas about how people affect or damage the environment. (Interpersonal and Naturalistic Intelligence)	Pictures Flash cards	He or she expresses his/her thoughts about how natural places are being affected by people.	Technical: Based on the analysis and resolution of problems Instrument: The problem
	a) Each student is given to be a thing. For example: a river, a plant, a flower, a garden, a fish, sand, a stone, etc. b) Students will have to think and feel as the thing assigned if a person affects him/her. Then they will have to share their feelings with the group. (Intrapersonal, Interpersonal and Naturalistic Intelligences)	Notebooks Piece of papers	He or she tells his/her feelings by pretending being another person or thing.	Technical: Role playing
CONSOLIDACIÓN	Tell your family the activity that you did in class about how you felt when you pretended to be a thing. (Interpersonal Intelligence)	Internet Pictures	He/she shares some pieces of advices to protect the natural places with their family.	Technical: Resolution of problems



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CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusion

This document has emerged from learners' needs to develop communicative skills in English as a foreign language while paying attention to the learners' diversity.

From this research, the following conclusions have arisen:

- The teacher must take into account that learners have eight intelligences. Thus, they have different ways of learning. As learners' strengths and weaknesses are different from one learner to another, the teacher should choose activities in order to appeal to all kinds of intelligences.
- Learners need to be engaged or: involved in meaningful activities in order to develop their communicative skills. Activities or tasks based on our learners' diversity require setting up situations in which learners will have to negotiate meaning and create real communication.
- Our thesis proposes to engage learners in communicative activities in order to foster their communicative skills based on the Multiple Intelligences theory by Howard Gardner.



4.2 Recommendations

After we have analyzed the research involved in our thesis, our recommendations are:

- To improve the communicative activities in order to motivate learners in the learning of English as a foreign language. In this way, learners have a good academic achievement.
- Communicative activities should be based on real context. This implies activities that teach learners real communication in the target language.
- To develop communicative skills according to the eight intelligences. Therefore, the communicative needs of the learners would be better served by this innovative teaching approach based on combining the Multiple Intelligences theory and Communicative Language Teaching.



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