



ARTÍCULO RECIBIDO: 21/11/16

ARTÍCULO ACEPTADO: 30/11/18

TASK-BASED LEARNING WORKSHEETS IN THE DEVELOPMENT OF MULTIPLE INTELLIGENCES

HOJAS DE TRABAJO DE APRENDIZAJE BASADO EN TAREAS PARA EL DESARROLLO DE INTELIGENCIAS MÚLTIPLES

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ABSTRACT

This project proposes the use of Task-Based Learning worksheets which have been developed as a supplementary material based on the Our World through English 1 in order to improve students' language skills by accessing multiple intelligences learners. Nineteen students in their eighth year of Basic Education at Cornelio Crespo Toral School participated in this study for fifteen months. Data is collected from a pre-test, a post-test, and a questionnaire. The results show the improvement of students' language learning skills by 24.04%. At the end of the study, the participants developed a sense of motivation, awareness, and increased their language learning skills through the application of the Task-Based Learning worksheets. Teachers recognized the effectiveness of new strategies and techniques implemented in their classes by applying appropriate materials to improve learning skills based on dominant intelligences.

Keywords:

Intelligence, Learning, Multiple Intelligences, Task-Based Learning, Worksheets.

RESUMEN

Este proyecto propone el uso de hojas de trabajo de aprendizaje basado en tareas, desarrolladas como material complementario para el Libro Our World through English 1 con el fin de mejorar las destrezas del idioma de los estudiantes accediendo a las inteligencias múltiples que los estudiantes poseen. Diecinueve estudiantes en su octavo año de Educación Básica en la Escuela Cornelio Crespo Toral participaron en este estudio durante quince meses. Los datos se han recopilado de una prueba previa, una prueba posterior y un cuestionario. Los resultados muestran una mejora en las habilidades de aprendizaje de idiomas de los estudiantes en un 24,04%. Al final del estudio, los participantes desarrollaron un sentido de motivación, conciencia e incrementaron sus habilidades de aprendizaje de idiomas mediante la aplicación de las hojas de trabajo de aprendizaje basado en tareas. Los docentes notaron la efectividad de la implementación de nuevas estrategias y técnicas en la clase por medio del uso de material apropiado para mejorar las destrezas del idioma basado en inteligencias múltiples.

Palabras clave:

Inteligencia, Aprendizaje, Inteligencias Múltiples, Aprendizaje basado en tareas, Hojas de trabajo.

INTRODUCTION

New ideas about teaching a foreign language have been brought to the forefront in recent decades, the most important being the use of a variety of activities inside the language classroom to enhance the teaching and learning experience. With the emergence of the technological era, teachers have been given the opportunity to broaden students' learning opportunities. However, this is not the case in the majority of public and rural schools in Ecuador due to the fact that the necessary resources to implement fresh and innovative programs are difficult to obtain. Consequently, a large number of English teachers are forced to continue teaching their classes strictly based on the textbooks students use. The only available resources for teachers in such context are white boards and markers. These resources, by themselves, do not motivate students to actively participate in the learning process, nor do they require teachers to consider students' differences. Gardner (1993) claims "It is of the utmost importance that we recognize and nurture all of the varied human intelligences and all of the combinations of intelligences. We are all so different largely because we have different combinations of intelligences" (p.15).

Therefore, the main objective of this study is to increase students' performance in listening, reading, speaking, writing, grammar

and vocabulary with a focus on the seven multiple intelligences through the design and implementation of Task-Based Learning worksheets as supplementary material with the Our World through English Student's Book 1 (OWTE SB 1) (2005a).

The OWTE SB 1 was used in all public educational institutions in Ecuador to teach English to the eighth year of Basic Education. It was part of the six-year textbook series OWTE. It was conceived as a change in the Ecuadorian curriculum and as a part of the CRADLE project in order to improve the quality of English education in Ecuador. The course components included the Student's Book and the Teacher's Book and CD. The Student's Book had twelve units and each unit presented activities related to grammar, functions, vocabulary, and skills development.

This study was limited to nineteen students in their eighth year of Basic Education at the Cornelio Crespo Toral Public School in Cuenca, Ecuador. The six female and thirteen male subjects are thirteen-year-old on average, and the majority of them are from families with a very low socioeconomic status. This study took fifteen months, beginning in April 2010, and finishing in June 2011. Students had English classes five hours a week, one hour daily.

► Theoretical framework

The theoretical framework of the worksheets designed to be used as supplementary material for the OWTE SB 1 was based on the Multiple Intelligences theory (Gardner, 2001) and the Task-Based Learning Approach (TBL) (Willis, 1996).

Multiple intelligences theory

In 1983, Gardner first introduced the theory of Multiple Intelligences (MI). This theory, according to Blythe and Gardner (1990) "proposes that people use at least seven relatively autonomous intellectual capacities -each with its own distinctive mode of thinking- to approach problems and create products" (p. 33). This assumption makes educators think to what extent the activities presented in class are connected to students' intelligences and whether or not, they have been activated.

Forty years ago, the MI theory was unthinkable due to the IQ paradigm. Hammond (2008) clearly stated that: "challenging the largely linguistic and logical bias of the IQ paradigm, Gardner proposed the existence of additional intelligences, each of which students possess in varying amounts due to both innate and environmental causes" (p.1). The seven multiple intelligences are described as follows: Verbal-Linguistic: having the ability to see

patterns in language; Logical-Mathematical: having the ability to problem solve and establish connections; Spatial: being able to describe space and time; Bodily-Kinesthetic: knowing how to use one's body in a skilled manner; Musical: being able to identify rhythm and directionality of sound; Interpersonal: possessing an awareness of others; and, Intrapersonal: self-knowledge.

According to Acosta (2015), "the exact combination of intelligences varies from person to person". In other words, a learner who is strong in the Verbal-Linguistic and Interpersonal intelligences, have secondary strengths in the Intrapersonal, Spatial, and Musical intelligences and weaknesses in the Logical-Mathematical and Bodily-Kinesthetic intelligences. Another learner in the same class may have an entirely different combination of intelligences (Acosta, 2015). To effectively use the MI theory in the language classroom, it is necessary for teachers to determine which types of intelligences are predominant and which are not completely developed in students instead of focusing on how intelligent students are.

Indeed, it is important to clarify that MI are not learning styles. Gardner has explicitly stated that his theory of MI differs from "learning styles", as research does not support the effectiveness

of learning styles. Additionally, according to Strauss (2013), Gardner defines intelligence and learning style in order to be clear about these concepts. While people have multiple intelligences, commonly, one of these intelligences has been substantially developed. By intelligence, Strauss (2013), based on Gardner' theory, refers to an area where a person has considerable power. For instance, a person has the ability to master a foreign language because the linguistic intelligence has been developed. On the other hand, learning style refers to how a person approaches a certain topic or area. For example, the author claims that "an individual who has a reflective style is hypothesized to be reflective about the full range of materials".

To illustrate this, several additional studies about the MI theory and its implications for language teaching have been made. One such study by Ander-Egg (2006) distinguishes various characteristics related to the MI theory. First, the conception of the existence of only one intelligence does not visualize students' diversity. It focuses only on a uniform vision that makes learning the same for everybody. Second, the MI theory is related to the mechanisms of the brain that are shown through each individual's intelligences. Furthermore, each intelligence has its own brain mechanisms which are identifiable. In other words, every intelligence is independent in its functioning; however, the various intelligences work together when are applied to a field or discipline.

Multiple intelligences activities

The main reason for using multiple intelligences activities in the classroom is that they offer support to learners who probably find traditional activities ineffective in helping them to learn the new language. Since all individuals learn in different ways because of their individual combination of intelligences, to be effective, activities in the language classroom need to be aimed to each of these intelligences. Students learn better when the language activities match their intelligence types (Gardner, 2001).

This suggests that key points in MI theory (Armstrong, 2009) are important to be considered during the process of designing the activities: "a) Each person possesses all eight intelligences; b) Most people can develop each intelligence to an adequate level of competency; c) Intelligences usually work together in complex ways; d) There are many ways to be intelligent within each category" (p.15).

Previous language studies on Multiple Intelligences theory in EFL classrooms

It is acknowledged that different studies, such as the ones described above, have been conducted to evaluate the

effectiveness of various methods of language teaching. While linguistic intelligence activities are frequently included in language teaching, other studies have shown that when teaching with a variety of activities different intelligences are addressed having a positive impact on the learning process. The following is a summary of those studies.

Hammond (2008) has extensively studied the role of multiple intelligences in learners and their influence in the learning process. He states in his study the following about MI:

Sixty percent of activities are logical or linguistic. The personal intelligences comprise around 25%. In other words, four of the nine intelligences make up almost 85% of classroom activity. Where the remaining intelligences are activated, this is usually in terms of theme rather than actual engagement of a skill pertaining to that intelligence. For example a unit on sport may appeal to kinesthetic intelligence, which is one thing, but may do little to actually activate any actual kinesthetic skills (p. 23).

Due to this fact, the activities of worksheets have to be designed taking into account the real activation and performance of each intelligence.

In their book, Campbell and Campbell (1999) mentioned the educational programs that six schools have implemented using the MI theory for five or more years. The schools included in the study (two elementary, two middle-level, and two high schools) have a variety of student population across the United States. The authors addressed such questions as how the MI programs have affected student achievement and where and how those results were achieved (p. 45). The Campbells' study revealed significant academic achievement gains in the target students. These results are described in the book. In addition, the book describes the transformation of their teaching environments, curriculum, assessment methods, student attitudes and achievements, and teachers' beliefs in the six schools studied.

Furthermore, Gardner (2009), described how the MI theory has been introduced and implemented successfully in numerous countries around the world. It is the first collection that reviews, synthesizes, and reflects on this unique cross-cultural and educational phenomenon. It contains works by various authors that provide a fuller understanding of the MI theory, specifically the reason why it has been accepted worldwide, how its use intends to be appropriate in diverse cultures, and what has supported.

Finally, Hoerr (2000) agreed with the MI theory. The author

mentioned that “Gardner’s theory of multiple intelligences resonates so strongly for many educators because it offers a model for acting on what we believe: all students have strengths” (p. 5).

Task-based Learning Approach (TBL)

The Task-Based Learning Approach, sometimes known as Task-Based Language Learning or Task-Based Language Teaching, was popularized by Prabhu (1987) when he noticed that his students were able to learn a language just as easily with non-linguistic problems as when linguistic questions were

introduced. This approach focuses on asking students to perform meaningful tasks using the target language. In other words, as Branden (2006) mentioned, during these meaningful tasks “the learner takes up the central role” (p. 10).

Defining the word ‘task’

It is essential to be clear about what a task is. The following authors have defined this word from different points of view. In table 1, Branden synthesizes these concepts.

Table 1. Definitions of task as language learning goals

Author	Definition
Long (1985)	A piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form.... In other words, by ‘task’ is meant the hundred and one things people do in everyday life, at work, at play, and in between. ‘Tasks’ are the things people will tell you they do if you ask them and they are not applied linguists.
Crookes (1986)	A piece of work or activity, usually with a specified objective, undertaken as part of an education course, at work, or used to elicit data for research.
Carroll (1993)	Any activity in which a person engages, given an appropriate setting, in order to achieve a specifiable class of objectives.
Bachman & Palmer (1996)	An activity that involves individuals in using language for the purpose of achieving a particular goal or objective in a particular situation.
Bygate et al. (2001)	An activity which requires learners to use language, with emphasis on meaning, to attain an objective.

Source: developed by the author based on Branden (2006, p.5)

In summary, a task is synthesized as an activity in which students use language to achieve a specific goal. It is important that tasks

reflect real life and focus on meaning. Thus, learners are free to use the language they master.

Characteristics of tasks

Willis (2009) listed five characteristics that are required for a task. These characteristics are the following: “a) A task is an activity that engages learners’ interest; b) There is a primary focus on meaning; c) The success of the activity is judged in terms of outcome; d) Completion is a priority; d) The activity relates to real-world activities” (p.1).

Additionally, Nunan (1989) mentioned a very important characteristic: a task is an activity “where the learner is an interactor and negotiator who is capable of giving as well as taking” (p. 80). All of these characteristics are extensively important to consider in the designing of tasks. The lack of one of these characteristics may mean students’ failure and frustration along the learning process. That is why in designing all of the TBL worksheets, a careful review of these characteristics was made.

Conditions that are present within a TBL framework

Willis (1996) has conducted extensive research and writing about the TBL Approach. The author defines four conditions that are within a TBL framework: exposure to the target language; opportunities to use the language, both spontaneously and planned; motivation to listen, talk, read, write, study, and reflect; and instruction focus on language form. (p. 132).

Correspondingly, Willis’ first three conditions are valid because of the stimulation of language use by providing a range of learning opportunities for students of all abilities, and these conditions encourage learners to activate and use the language they already master, both for comprehension and for speaking and writing. However, the last condition-instruction focus on language form goes against everything that has been said so far about the Task-Based Learning Approach. It is important to remember that a task focuses on meaningful language.

Advantages of using TBL approach

In one of her conference presentations, Willis (2009) gives an explanation about the use of TBL approach when teaching a second or foreign language: TBL provides learners with natural exposure (input), chances to use language to express what they want to mean (output), to focus on improving their own language and to analyse and practise forms. TBL tends to keep learners motivated since it builds on the language they know in a positive way. Learners are actively engaged throughout the task cycle and get chances to think for themselves and express themselves

in the security of a group. Learners become more independent and feel empowered, gaining satisfaction from successfully achieving things through English (p. 20).

Thus, these three advantages are condensed into one: Task-Based Learning activities motivate students. In other words, students know the outcomes to be achieved as they are able to express their ideas in the target language. Thus, learners make a reduced number of mistakes because they use the language they feel comfortable with.

METHODOLOGY

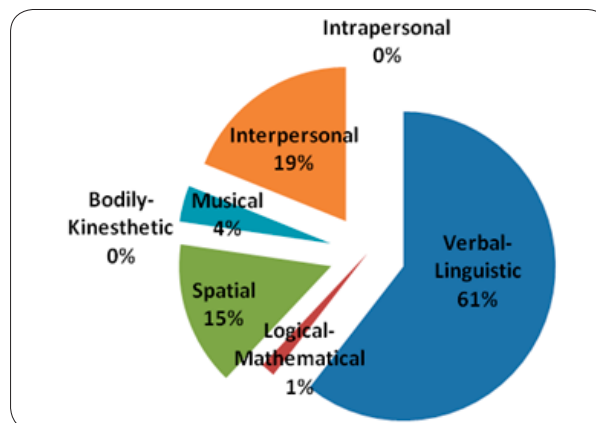
In order to reach the proposed objectives of this study, a type of methodology and process based on MI and TBL was applied. First of all, the nineteen students chosen to participate in the study were given a standardized pre-test in December 2010, at the end of the first trimester (Ponce et al., 2005b). Parents of all the students involved in the study signed a consent form allowing their children to participate in the study. The students still had not used the supplementary TBL worksheets prior to the time of the pre-test.

Then, units six through ten in the Our World through English Student's Book 1 were carefully reviewed to identify which intelligences were focused on repeatedly in the various exercises.

To achieve the objective of enhancing students' performance in English skills, TBL worksheets with a focus on multiple intelligences were designed in order to improve students' language skills.

As an illustration, Figure 1 is a summary of the 132 tasks analyzed in the five units. The pie chart clearly shows the predominance of the three targeted intelligences throughout the five units (Verbal-Linguistic, Interpersonal, and Spatial intelligences). In addition, the figure shows that the Bodily-Kinesthetic and Intrapersonal intelligences are completely missing, and the Logical-Mathematical intelligence is targeted in a noticeable reduced percentage of the total activities.

Figure 1. Summary of intelligences identified in units six through ten



Source: developed by the author based on OWTE (2015)

As explained above, the OWTE SB1 favors the Verbal-Linguistic, Spatial, and Interpersonal intelligences and places a limited or no emphasis on the Logical-Mathematical, Bodily-Kinesthetic, Musical, and Intrapersonal intelligences. As a result, students who have learning styles that are not addressed by the three main intelligences, have a disadvantage in the classroom. In case that the various tasks that are included in the OWTE SB 1 are analyzed, it may be inferred that most of the activities designed

by the book's authors focus on Verbal-Linguistic, Spatial, and Interpersonal intelligences.

During the second stage of the research, the nineteen students took the Teele Inventory of Multiple Intelligences (TIMI) (Teele, 2004) to determine their dominant intelligences. Based on the results of the TIMI, the TBL worksheets were designed for the students to use as supplementary material for units six through

ten. The four dominant intelligences in the students are the Spatial, Interpersonal, Logical-Mathematical, and Bodily-Kinesthetic.

Consequently, once the TBL worksheets were designed, the students participating in the study completed the worksheets in addition to doing the exercises in units six through ten of their textbooks. The interplay between the TBL approach and the MI theory is crucially apparent in the designing of the worksheets. For instance, it is necessary for a task to have a communicative purpose and include one of the less dominant intelligences identified in Figure 1. Because of this essential interplay, aspects related to the MI theory as well as the TBL approach were carefully studied before the TBL worksheets were designed. The main point of this study was to ensure that all the nineteen students were given the opportunity to learn the new language, using their dominant intelligences as well as their less dominant ones through tasks.

Every TBL worksheet mentions the unit, the title, the lesson as well as the lesson objective and the target intelligence/s. These target intelligences, in fact, include the Verbal-Linguistic intelligence, but it is not shown in the worksheets. The reason for this

omission is that every TBL worksheet demands communication, so the Verbal-Linguistic intelligence is mandatory in every worksheet. Subsequently, the Task-Based Learning worksheets were designed according to the specific needs of the nineteen students in the study to have tasks that focus on their individual dominant intelligences.

Regarding objectives, most of the lesson objectives proposed by the OWTE SB 1 have been changed given that these objectives do not attempt a communicative goal. For example, lesson 5 in unit 8 has this objective: "To practice Wh-questions" (p.53). In fact, this is not a communicative goal; this is a grammar goal which does not help students to gain confidence in using the target language. Therefore, a communicative goal has been changed to: To ask information questions to get personal information. These communicative objectives were developed in each lesson.

In the following examples of two designed worksheets (Figures 2 and 3), the unit, the lesson, and the unit title are mentioned. After that, the lesson objective is placed as well as the intelligences used by TIMI. Finally, the instructions are given to enable students to work on a specific task:

Figure 2. Example of a modified unit that focuses on logical-mathematical and interpersonal intelligences

Lesson 1		ORDINAL NUMBERS		UNIT SIX	
Lesson objective:			Focused Intelligence/s:		
To describe the positions of songs in a ranking.			Logical-Mathematical / Interpersonal		
			Source: Teele (1995), TIMI		
TASK	A	Look at the website BestSongsEver.com. Then talk with your partner about the positions that these songs occupy. <i>Example: Bohemian Rhapsody is second in the list.</i>			
BEST SONGS EVER.COM					
Number	Artist	Song	Genre	Year	Points
1	Led Zeppelin	Stairway to Heaven	Rock	1971	742
2	Queen	Bohemian Rhapsody	Rock	1975	741
3	Pink Floyd	Wish you were here	Progressive Rock	1975	683
4	Pink Floyd	Learning to Fly	Rock	1987	593
5	John Lennon	Imagine	Rock	1971	558
6	Metallica	Nothing else Matters	Rock	1992	539
7	Nirvana	Smells like teen spirit	Grunge	1991	532
8	The Eagles	Hotel California	Rock	1977	518
9	The Beatles	Hey Jude	Rock	1968	501
10	Pink Floyd	Comfortably Numb	Progressive Rock	1979	488
11	Metallica	Master of Poppets	Trash Metal	1986	478
12	Oasis	Wonderwall	Britpop	1995	470
13	Dire Straits	Sultans of Swing	Rock	1978	468
14	Guns N' Roses	Sweet Child O' Mine	Hard Rock	1987	456
15	AC-DC	You shook me all night long	Hard Rock	1980	451
16	The Beatles	Let it be	Rock	1970	450
17	The Jim Hendrix Experience	All along the Watch over	Psychedelic Rock	1968	448
18	Radiohead	Creep	Alternative Rock	1992	448
19	The Beatles	A Day in the Life	Psychedelic	1967	444
20	Pink Floyd	Another Brick in the Wall	Art Rock	1979	436

Source: List of hits by BestSongsEver.com.
Source: developed by the author based on OWTE (2015)

Figure 3. Example of a modified unit that focuses the spatial and bodily-kinesthetic intelligences

Lesson 1	MY SCHOOL	UNIT SEVEN
Lesson objective: To describe school places and their locations.		Focused Intelligence/s: Spatial / Bodily-Kinesthetic Source: Teele (1995), TIMI
TASK	A Go with your teacher at the middle of the school's playground. Tell your class the places your school has. Point them out and describe their locations. For example: <i>That is the director's office. It's next to our classroom.</i>	

Source: developed by the author based on OWTE (2015)

Finally, at the end of the second trimester, in March 2011, students' language performance was once again evaluated when the participants were given a standardized post-test (Ponce et al., 2005b). The post-test was given to the students after they completed units six through ten in their textbooks and the supplementary TBL worksheets that were designed specifically for purposes of this study according to their dominant intelligences. As students' opinions are important in the learning process, they were asked whether or not the worksheets helped participants to develop an interest to learn vocabulary, grammar,

listening, reading, speaking and writing skills and to what extent. In addition, the students answered whether the worksheets were motivating to increase interest in learning English in general. According to students' responses, most of them were satisfied with the improvement they reached. In addition, it was mentioned that the repetition of specific words helped students with the internalization of the new words and later, their use in sentences. Moreover, the subjects expressed that the tasks were dynamic and motivating to do. Another opinion was that the pictures used helped them to remember the focused vocabulary easily.

RESULTS

At the beginning of this research work, the nineteen students involved in the study were given the pre-test found in the Our World through English Teacher's Guide 1. This test was selected because it is a standardized test which analyzes students' performance from a neutral point of view. The test assesses the four main language skills, listening, reading, writing, and speaking as well as grammar and vocabulary. Each skill was evaluated over 5 points, given that 19 subjects were assessed, the highest mark for each skill was 95 points. The results for the students who took the pre-test are shown in Table 2.

Table 2. Total marks for each skill assessed and the percentages in the pre-test

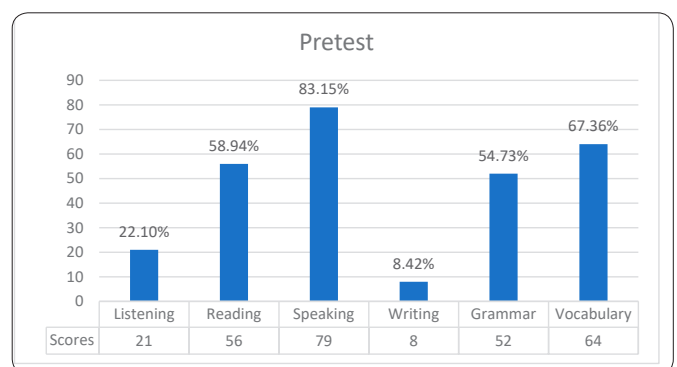
Evaluated parameter	Scores	Percentage
Listening	21	22.11
Reading	56	58.95
Speaking	79	83.16
Writing	8	8.42
Grammar	52	54.74
Vocabulary	64	67.37

Source: developed by the author, based on pre-tests' results

Regarding Figure 4, students performed well in speaking; however, their performance in listening and writing was not proficient. This disparity may have been caused by structure mistakes. When students spoke, they were able to keep the

conversation flowing. The questions were answered accurately. On the other hand, students had sentence structure problems during the writing task. Sixteen students did not write complete sentences or the words in the sentences were misspelled. These observations suggest that students felt more comfortable speaking than writing.

Figure 4. Students' performance on the pre-test



Source: developed by the author, based on pre-tests' results

As a result, it is necessary to mention that the grammar and vocabulary performance were not as expected. This is probably another reason why students were not able to write correctly. Grammar and vocabulary are tools that a language uses to

communicate, but assuming that these tools are not used correctly, communication failure occurs. In summary, the deficiencies indicated in the pre-test were a gap that the TBL worksheets were designed to address.

The final procedure in this study was giving the nineteen students a post-test as a method to compare and measure the degree of change occurring as a result of their use of the Task-Based Learning worksheets. Similar to the pre-test, the post-test administered to students in the study was a standardized test included in the Our World through English Teacher's Book 1. Each skill was evaluated over 5 points, given that 19 subjects were assessed, the highest mark for each skill was 95 points. The results of the post-test are presented in the following table:

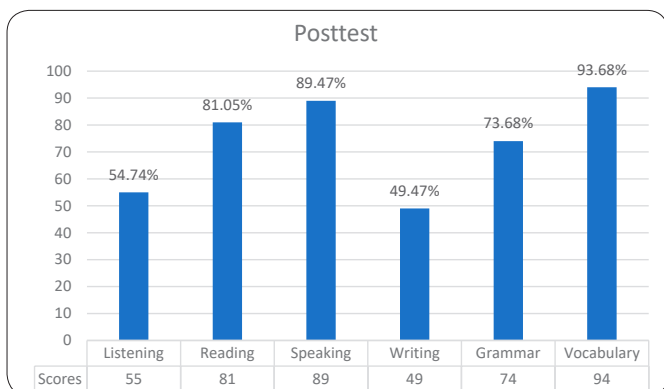
Table 3. Total marks for each skill assessed and the percentages in the post-test

Evaluated parameter	Scores	Percentage
Listening	55	54.74%
Reading	81	81.05%
Speaking	89	89.47%
Writing	49	49.47%
Grammar	74	73.68%
Vocabulary	94	93.68%

Source: developed by the author, based on post-tests' results

Thus, students' scores increased significantly after the application of the Task-Based Learning worksheets. The main reason is that participants had more exposure to the language, used it in meaningful situations. Therefore, according to Figure 5, the TBL worksheets increase the students' language performance significantly.

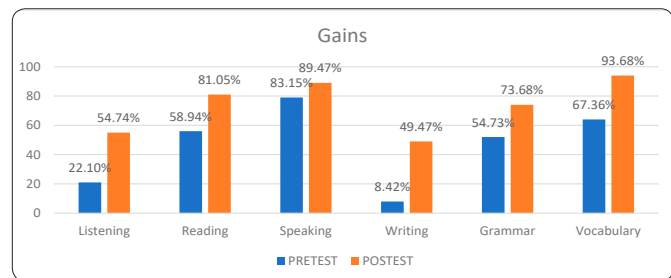
Figure 5. Students' performance on the post-test.



Source: developed by the author, based on post-tests' results

Comparing the students' scores on the pre-tests and post-tests, as stated in figure 6, there was an improvement in all six areas of the tests, especially in the writing skill section. At the beginning of this study, the subjects scored 8.42% on the writing pre-test, However, after using the Task-Based Learning worksheets, the overall scores improved by 37.89% reaching 46.32%. Furthermore, 80% of the nineteen students were able to write complete sentences (subject + verb + complement) at the end of the study.

Figure 6. Comparison Chart



Source: developed by the author, based on pre and post-tests' results

In addition to the pre-test and post-test as data resources, students were given a questionnaire in order to ascertain their point of view related to the worksheets. Most of the students were satisfied with the improvement they achieved. Students mentioned that they had the opportunity to practice vocabulary more constantly with the TBL worksheets. In other words, the repetition of specific words helped them with the internalization of the new words and later, the subjects used them in sentences. Moreover, students expressed that the tasks were dynamic and motivating to do. Another opinion was that the used pictures helped them to remember the target vocabulary easily.

DISCUSSION

After the analysis and interpretation of the results of this study, it is important that educators and policymakers facilitate professional development in educational institutions to ensure that teachers became aware of the effectiveness of new strategies, techniques and learning about their implementation in the classes. In addition, it is necessary to provide mentorship to fellow Ecuadorian educators who wish to implement the MI theory in their English classes. Moreover, educators and policymakers need to be committed to creating an internet blog where teachers from Ecuador and all around the world reflect on and share their experiences using various teaching techniques in the classroom. Additionally, students from the Cornelio Crespo Toral School achieved a significant increase in their language performance skills of 24.04%. This average is relatively low compared to their personal appreciations of the TBL worksheets.

Nevertheless, further research needs to be carried out in order to analyze the possible causes for this low language performance. It is necessary for researchers concerned about the education process to continue conducting further studies to test the effectiveness of using TBL worksheets based on students' predominant intelligences as a resource to improve language skills. Finally, it is possible to replicate this study in the English courses of the Language Institute of University of Cuenca taking into consideration that similar studies are repeated in the future, long-term data may increase the validity and reliability of the results of this study. As a final consideration, it is the author's desire that knowledge of the MI theory and its importance to second language acquisition be given to other educators who are seeking new and improved teaching methods to ensure they are offering students the best education possible.

CONCLUSIONS

This study concludes that accuracy in the way a student learn and the application of appropriate materials to improve their learning skills based on their dominant intelligences is important. However, the task of designing suitable teaching material is not always simple. It demands a vast knowledge of whether the teaching material (textbook) promotes students' differences and motivation. A common situation often occurs when teachers are required to use a given textbook. That is the reason why worksheets that focus the multiple intelligences concentrate on both, contents and creativity.

Regarding the creation of material, a second important aspect is the need to be clear about what a task is. Using tasks in class means giving students the opportunity to use the language in a communicative way. Regrettably, educators tend to name any activity as a task when, in practice, this activity prevent students to communicate. Finally, it is important to stay up-to-date as new practices, theories, approaches, and methodologies are developed because they continually change the teaching/learning process. It becomes necessary to be involved and immersed in this process in order to select and use the best teaching methods for students.

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