Research Study: Multiple Intelligences.

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Course: Seminar II.

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2018

DECLARACIÓN JURADA

(TFG E#07)

Yo, Cristel Vanessa Núñez Rodríguez estudiante de la Universidad Latina de Costa Rica, declaro bajo la fe de juramento y consciente de las responsabilidades penales de este acto, que soy Autor Intelectual del Proyecto de Grado titulada (o):

Multiple Intelligences

Por lo que libero a la Universidad de cualquier responsabilidad en caso de que mi declaración sea falsa.

Es todo, firmo en Grecia a los 27 días del mes de agosto del año 2018.

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Chapter I

INTRODUCTION

1.1 Significance of the Study

This study aims to demonstrate the importance of the implementation of multiple intelligences when teaching and learning a second language, in this case, English. Currently, it is indispensable to learn English, to compete in society and find a job.

In some cases, it is the way the language is taught and the development of traditional lessons based on grammar and vocabulary what makes it hard for students to learn the language. According to Boaca, Gavrila& Marghitan (2014), in her article: Harnessing multiple intelligences by interacting teaching strategies in specialty classes "the student must not be regarded as an element in a mass of children, who has to be aligned with the average and brought to the same level as the entire class." (Boaca, et al,. 2014. P.92) The author emphasizes the importance of do not assume that all students are equal, with the same capacities and level of learning. In fact, she states that "the student must be regarded as unique, with his/her own abilities, possibilities and rhythm." (Boaca, et al,. 2014. P.92)

Multiple intelligences adopt every single person as unique and help him or her to learn according to his or her necessities. This aspect helps the students to acquire and learn the second language in a meaningful and motivating way, facilitating knowledge.

1.2 Purpose of the Study

The purpose of this study is to apply the multiple intelligences theory to facilitate the learning process of English as a foreign language. It is very important for teachers to find attractive and diverse resources, because every student is different, so their way of learning a second language is also different. The theory of Multiple Intelligences refers to a philosophy that states that human beings have different types of intelligence that can be develop through training and practice.

In Costa Rican' English classrooms there are groups of thirty or more students, where every single person is different and has different skills, talents and ways of acquire the knowledge. The multiple intelligences model can help the teacher to recognize all the students' differences, and learning styles.

1.3 Objectives

1.3.1 General Objective

To implement Multiple Intelligences activities to facilitate the acquisition of English as a Foreign Language.

1.3.2 Specific Objectives

- To define the meaning of multiple intelligences.
- To describe the nine types of intelligences according to Garner.
- To analyze the importance of implementing different strategies and activities using the different multiple intelligences in second language class.
- To implement strategies and activities using different Multiple Intelligences in an eighth grade class of Santa Josefina Bilingual High School.

1.4 Research Question

This study intends to analyze the nine different intelligences that can facilitate English language learning process. Besides, the study will provide teachers with ideas and strategies to enhance the different intelligences of the students to learn English in academic institutions. English teachers have the responsibility to get the student´s interest for this subject. Many students don´t like English because it is difficult for them to learn a new language, because of this situation teachers have to find strategies that makes English attractive for the students.

According to this reason arises the question:

- How effective is the implementation of multiple intelligences to facilitate language acquisition in English learners?

1.5 Definition of Terms

For the purpose of this study terms are defined as follows:

- Multiple Intelligence Theory: It refers to the theory of Howard Gardner which gives importance to the different intelligences in people.
- Fate: what happens to a particular person or thing, especially something final or negative, such as death or defeat.
- Cohesively: united and working together effectively.
- Retention: the continued use, existence, or possession of something or someone.

1.5.1 Abbreviations

- MI: Multiple Intelligences.

Chapter II

LITERATURE REVIEW

2.1 Intelligence

The present research determines the effectiveness of multiple intelligences to teach English as a Foreign Language. In this sense, it is important to clarify some concepts related to Multiple Intelligences theory.

The first concept is the definition of intelligence. According to Gardner (2006) "An intelligence entails the ability to solve problems or fashion products that are of consequence in a particular cultural setting or community."(Gardner, 2006, P.6) The author states that the term intelligence refers to the capacity people have to overcome situations or to find solutions for a necessity one has in a certain moment and in a particular community. How can a person be intelligent or show his or her intelligence by solving a problem or by the creation of a product? Gardner explains that "the problem-solving skill allows one to approach a situation in which a goal is to be obtained and to locate the appropriate route to that goal."(Gardner, 2006. P.6) In this case, the person can use his or her intelligence to be successful from a situation, also to choose the best way to reach his or her objective. Moreover, "the creation of a cultural product allows one to capture and transmit knowledge or to express one`s conclusions, beliefs, or feelings."(Gardner, 2006. P.6) Through the construction of an invention, one can show his or her capacity to give solutions and, in this way, share knowledge and help others.

Other definitions for intelligence agree Gardner's conception of it. For example, Earl Hunt, in his book: Human Intelligence defines intelligence as "a personal trait produced by an interaction between genetic potential and environmental support". (Hunt, 2010.P.20) Intelligence is determined by the relation people have with their surroundings.

The author also states that "the development of intelligence depends upon the extent to which the individual wishes, is allowed to, or is required to meet environmental challenges." (Hunt, 2010.P.27) The intelligence of a person goes hand by hand with the environment and the situations the person has to face to reach his or her goals to survive or to overcome problems.

Other definitions about intelligence can be found in dictionaries. According to Cambridge Dictionary (2016), Intelligence is "the ability to learn, understand, and make judgments or have opinions that are based on reason". In this case, intelligence is related to the ability the person has to acquire knowledge and use it to express what she or he thinks.

2.2 Multiple Intelligences

The theory of multiple intelligences was proposed by Howard Gardner, professor of cognitive theory, education and psychology at Harvard University and professor of neurology at the University of Massachusetts Medical School, USA. This theory starts from the idea that all people have at least nine different intelligences: verbal/linguistic; logical-mathematical; spatial; musical; bodily-kinesthetic; interpersonal; intrapersonal; naturalistic; existential. (Boaca et al,. 2014.P.90). Gardner defined the first seven in his 1983 paper "*Frames of Mind*" and the other two in "*Intelligence Reframed*" (1999). Using his theory, "the author proved that human intellect is multiple and that any individual is "a collection of intelligences", and the cognitive capacity of a student can better be described through a set of skills or mental abilities, which Gardner called multiple intelligences". (Boaca et al,. 2014.P.90).

As the author proposed, each human being is unique and has his or her only ways to learn, to express his or her ideas and knowledge, and to have his or her own intelligence or intelligences.

A person can develop more than one intelligence, "these intelligences are found in all people; however, each person usually excels in only one or two. If teachers can determine the intelligences (enhanced abilities) in each child and then teach to those enhanced abilities, the child will learn better." (Adcock.2014.P.50) If teachers and students identify their own intelligences, the teaching and learning process will be easier and more motivating.

2.2.1 Linguistic Intelligence

Gardner's multiple intelligences theory states that there are nine different intelligences. Linguistic intelligence is one of them and it owns to those people who have the ability to use language as a tool to learn and share knowledge. Novelists, stand-up comedians, journalists, lawyers, poets can generally have Linguistic Intelligence. People who have this are good at reading and writing. They learn best by saying, hearing and seeing words. Gardner (1983) claims that "music and language may have arisen from a common expressive medium" (p.98). People who have Linguistic Intelligence are interested in the meanings, sounds, and rhythms of words. They are sensitive to poetry, tongue twisters, puzzles, and riddles.

2.2.2 Logical-Mathematical Intelligence

This intelligence deals with numbers. People who have logical-mathematical intelligence as the strongest one are good with numbers and objects.

Logical-mathematical brings the opportunity to use logic to reach objectives, for example, to investigate issues scientifically, to give logic explanations, to bring percentages to defend and idea. People who have this intelligence as the strongest can employ logic, objects and numbers to learn and to share knowledge. Berman (1998) states that "logical mathematical intelligence enables us to perceive relationships and connections, to use abstract, symbolic thought, sequential reasoning skills, inductive and deductive thinking processes" (p.3).

2.2.3 Bodily-Kinesthetic Intelligence

Bodily-kinesthetic intelligence owns to those people who have the ability to use their body to express their feelings and ideas.

People who have the ability to express and solve problems through their body parts, gestures, and facial expressions, encompass bodily-kinesthetic intelligence as the strongest. Teachers can bring to the class activities that include movements and body language to improve this intelligence and facilitate knowledge to those students who have this learning style.

Other characteristics that are present in people who have this intelligence "is the capacity to work skillfully with objects, both those that involve the fine motor movements of one's fingers and hands and those that exploit gross motor movements of the body" (Gardner.1993.P.206). Dancers, surgeons, athletes, sculptors can have this intelligence.

2.2.4 Spatial Intelligence

Spatial intelligence is present in people who have the ability to understand and learn through the recognition of the space around them.

This intelligence allows people who own it to recognize and manipulate their surroundings and the objects that are on it.

Gardner (1993) states that "spatial problem solving is required for navigation and in the use of the notational system of maps. The visual arts also employ this intelligence in the use of space" (p.21). Architects, surgeons, cab drivers, dancers can show this intelligence. They learn best by visualizing. Their favorite activities are project works, flashcards, pictures, drawing.

2.2.5 Interpersonal Intelligence

There are people who have the capacity to understand other people's feelings, intentions, desires, and abilities, among other characteristics. This people have as the strongest intelligence the interpersonal.

Interpersonal intelligence brings people the opportunity to express their ideas and acquire knowledge by the comprehension of other people's experiences and emotions, experiencing a sense of empathy for others. Also, "Interpersonal intelligence enables individuals to recognize and make distinctions among others' feelings and intentions." (Nicolini, 2010.P.92). Teachers, mediators, salespeople can show this intelligence. They learn best by co-operating, working in groups and sharing, their favorite activities are group work, debate and discussions.

2.2.6 Intrapersonal Intelligence

This intelligence corresponds to the ability to know deeply oneself, recognizing the own feelings and aptitudes. Therapists and poets can show this intelligence.

Gardner (1993) claims that "A person with good Intrapersonal Intelligence has a viable and effective model of himself or herself" (p.25). People who have this intelligence are good at working alone. Their favorite activities are working individually on personalized projects.

2.2.7 Musical Intelligence

This intelligence owns to those people who have the ability to use music as a tool to learn and share knowledge. Music helps them to understand their world around them and express their ideas through it. Gardner (1993) states that "certain parts of brain play important roles in perception and production of music" (p.17). Musicians, conductors, sound engineers or choreographers can have Musical Intelligence. They are good at singing, listening to music and playing instruments.

2.2.8 Naturalistic Intelligence

This intelligence is related to the ability the person has to appreciate nature and discover on it the reason to live and learn. According to Boaca, Gavrila, & Marguitan (2014) the student loves and understands nature, flora, fauna, the beauties of the earth. The student recognizes and classifies different species and breeds, grows plants and/or raises animals, collects plants and/or animals and defends their interests. Botanists, biologists, gardeners, farmers, chefs can have this intelligence. People who have this intelligence learn best at working outside and observing nature.

2.2.9 Existential Intelligence

Gardner describes the core ability of this intelligence as "the capacity to locate oneself with respect to the furthest reaches of the cosmos.

The infinite and the infinitesimal, and the related capacity to locate oneself with

respect to such existential features of the human condition as the significance of life, the

meaning of death, the ultimate fate of the physical and the psychological worlds, and such

profound experiences as love of another person or total immersion in a work of art"

(Gardner, 1999, p. 60).

2.2.10 Strategies and Activities Teachers can develop according to each Intelligence.

Linguistic Intelligence.	Narrate a story. Describe emotions, places, objects, animals, people. Spell words. Read Stories.
Logical-mathematical Intelligence.	Solve puzzles. Predict the ending of a story. Find patterns and relationships. Riddles.
Bodily-Kinesthetic Intelligence.	Make shapes with the body. Tell a story using only your body and no words or images. Act out a play or puppet show. Play charades.
Spatial Intelligence.	Write words in different colors. Narrate a story using illustrations. Watch videos. Shows them flash cards, posters. Solve jigsaws.
Interpersonal Intelligence.	Work in groups. Discussions. Interviewing. Board games.
Intrapersonal Intelligence.	Work independently. Readings. Scrapbooks. Write an autobiography.
Musical Intelligence.	Listen to a song to relax. Listen to a song and fill the blanks with the missing words. Create a song or a rhyme to help you remember something new.
Naturalistic Intelligence.	Work outside. Interact with the surroundings. Take a walk and notice the different patterns in nature, count the leaves in different plants, compare their shapes and sizes.
Existential Intelligence.	Discussing how topics are important to the classroom, school, community or world. Considering topics from multiple points of view.

2.3 Summary

Briefly, intelligence is the capacity people have to solve problems or different situations. MI refers to the idea that humans have more than one intelligence, according to Howard Garner there are nine different intelligences. Linguistic Intelligence: the ability to learn by written and spoken language.

Logical-Mathematical Intelligence: people that are good with numbers and objects. Bodily-Kinesthetic Intelligence: people who use their body to express their ideas. Spatial Intelligence: people with the ability to recognize the space around them. Interpersonal Intelligence: ability to understand other people´s feelings, emotions. Intrapersonal Intelligence: potential to know deeply. Musical Intelligence: use music as a tool to learn. Naturalistic Intelligence: people who love nature, animals. Existential Intelligence: capacity to ask questions about human existence, meaning of life, the universe, etc.

Chapter III

DESIGN AND METHOD

3.1 Research Approach

Research studies are divided in two main types: qualitative and quantitative. According to Matthews & Ross (2010) quantitative research methods are basically applied to the collection of data that is structured and which could be represented numerically. They claim that qualitative research involves an interpretive and naturalistic approach: "This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" (p. 3). According to these definitions, this research is mixed. Qualitative, because the classroom setting is going to be study in a natural way through the class observation, and quantitative because students are going to complete surveys that are going to be represented through graphs.

3.2 Site and Participants

Santa Josefina Bilingual High School is an academic institution set in Grecia downtown, Alajuela, Costa Rica. It was founded in 1993, with Preschool groups and it worked as a daycare center in the afternoons. In 1996, it opened the first cycle of primary school with two groups per level, in the same year the construction of new facilities began, in 1999 the Primary was consolidated with all levels. At the end of 1999 and the year 2000, the first three years of Secondary were opened. Subsequently, the Secondary School was completed in the year 2002. Currently, the institution´ principal is M.S Alfredo Suárez Madrigal. The population of the school is approximately of 145 students. The participants of this research are an eighth grade group. The group consists of a total of 6 students, 3 males and 3 females. The students 'ages include 14-15 years.

3.3 Data Collection Procedures and Tools

The researcher is going to observe the class to look at the materials used by the teacher to develop the class and to notice the students´ behavior towards the English class.

Then the students are going to complete two surveys, one to know the students´ perception about the English classes, if they like English, if they are motivated to learn the language, if they identify with the materials and activities developed in the class.

The purpose of the second survey is to recognize the strongest intelligences within the group, according to the results the researcher is going to develop an English class based on MI activities. After this class another survey will be apply, to know if the activities got student´s attention and the most important to know if these activities facilitated the English acquisition.

3.4 Summary

As a summary, this research is mixed: qualitative and quantitative approach. The English Class based on Multiple Intelligences activities is going to be applied in Santa Josefina Bilingual High School with an eighth grade group. The researcher is going to go and observe the class, also students are going to complete two surveys. One survey is to know the students´ opinion about the English class, and the other survey to identify the strongest intelligences within the group. After this, the researcher is going to develop an English class based on MI activities. Finally, students complete a third survey to know their perception about this class.
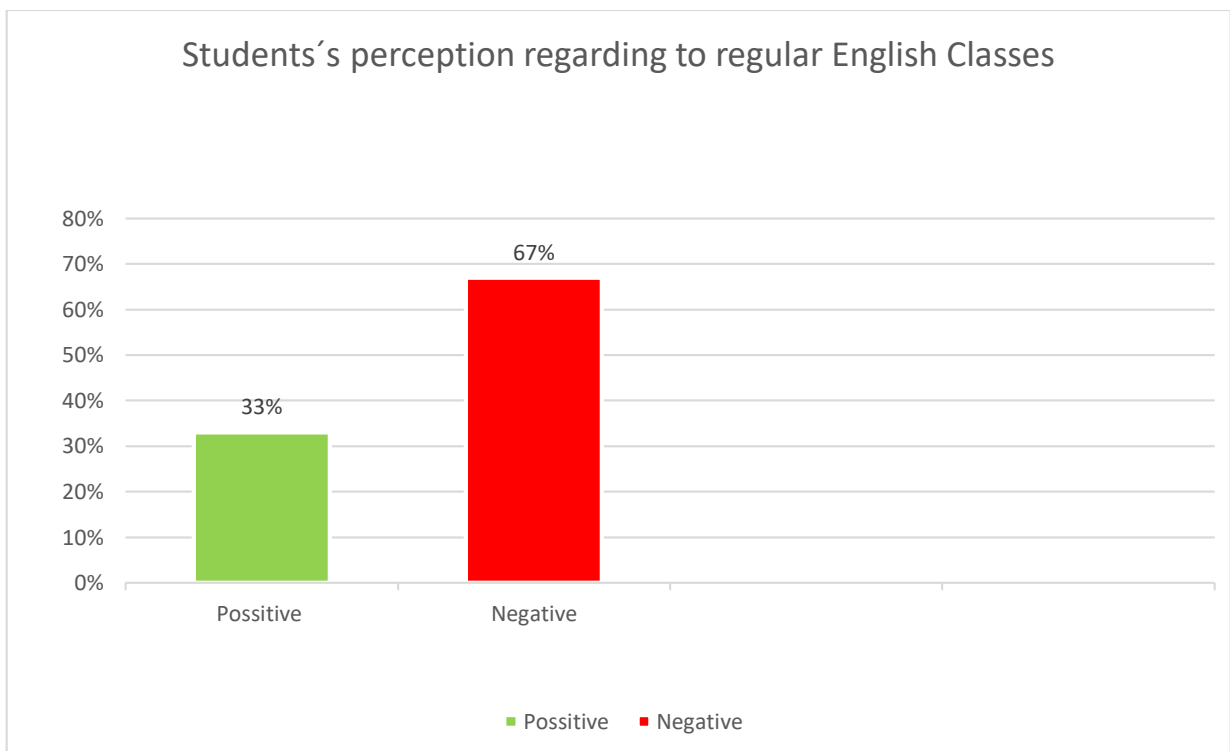
Chapter IV

FINDINGS

4.1 Data Analysis

4.1.1 Students´ perception about regular English Classes.

This survey aims to determine how the students feel in relation to the regular English classes. The survey showed that most of them have a negative perception. All of the students think it is important to learn English. 67% of the students like English classes. 33% of the students feel motivated to learn English, like the books used in the High School and identify with the activities developed in class. 16% of the students think the classes are dynamic and understand the subject matter easily. 0% of the students think there is enough visual material (posters, flashcards, etc) that allows them to be in contact with the language.

Students´s perception regarding to regular English Classes

80%	
70%	67%
60%	
50%	
40%	33%
30%	
20%	
10%	
0%	Possitive Negative

■ Possitive   ■ Negative

4.1.2 Dominant Intelligences in the Students.

In order to develop a class based on Multiple Intelligences, the students completed a survey with the purpose of identify the strongest intelligences within the group. According to their answers can be observed that Musical and Interpersonal are the strongest intelligences in this group, 84% of the students have these intelligences more developed. Then, the survey showed that Linguistic and Bodily-Kinesthetic are also strong intelligences in this group, 66% of the students are identified with these intelligences. Another intelligence that stands out is the Visual-Spatial; the 50% of the students have this intelligence developed. The Logical-Mathematical, The Naturalistic, and the Intra personal Intelligences are not very strong in this group. Based on the results The Existential Intelligence is not present in these students.
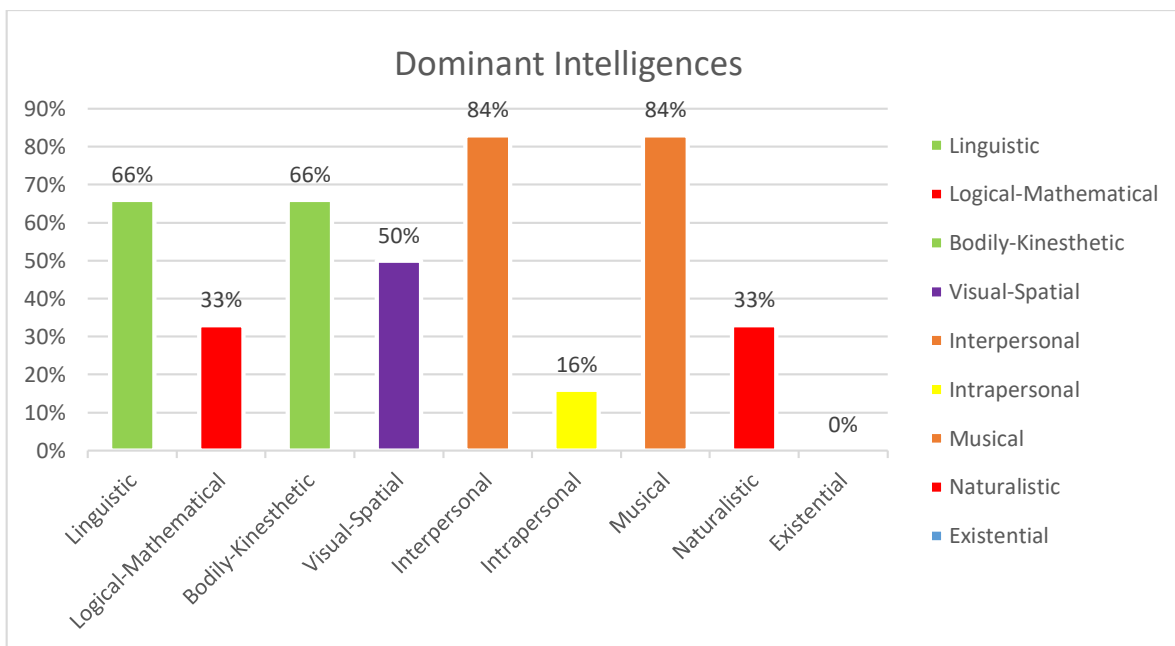
4.1.3 Students´ perception about the class based on Multiple Intelligences

After the class developed by the researcher, the students complete another survey to determine the students´ perception about the class based on Multiple Intelligences Activities. Six students of six enjoyed the class and felt motivated to learn English. Five students of six: identified with the activities, think the class was dynamic, understood the topic easily, and liked the materials used in the class.
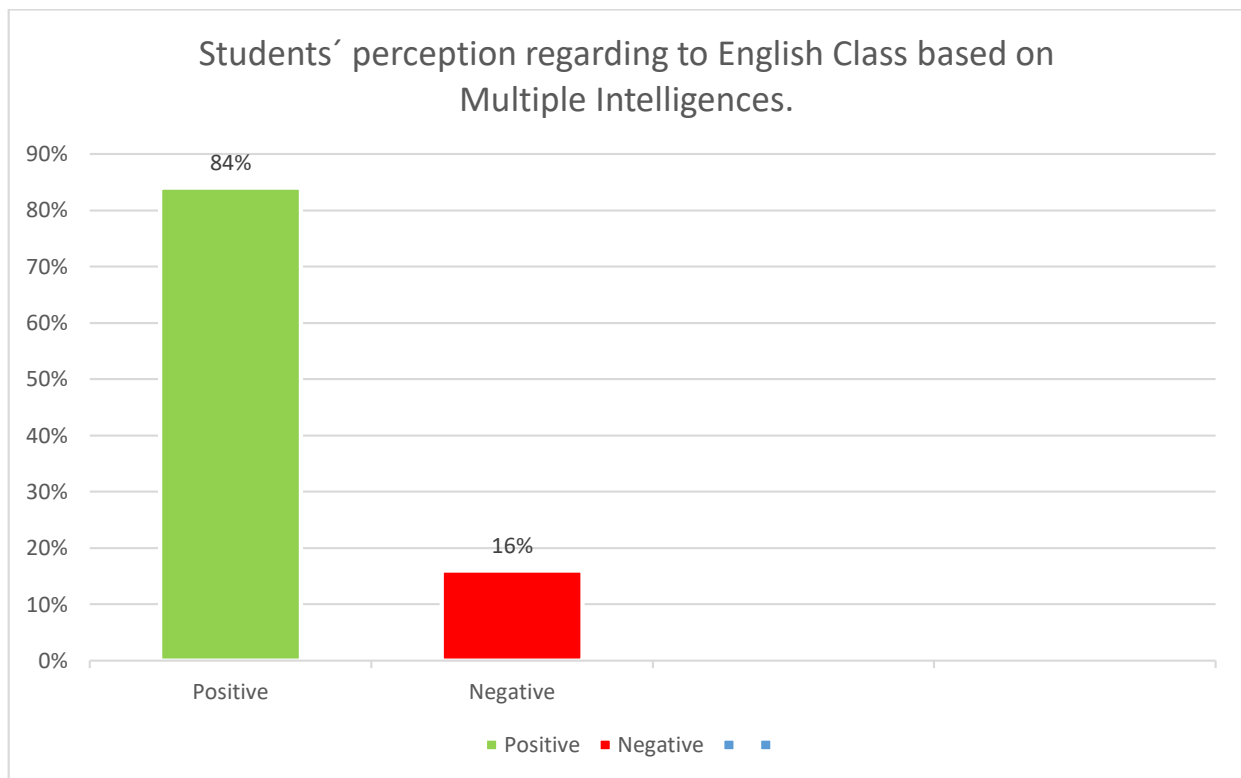
4.2 Restatement of the Question and Discussion of the Results

How effective is the implementation of multiple intelligences to facilitate language acquisition in English learners? This is the question posed at the beginning of the research. According to the results, the answer is that the implementation of Multiple Intelligences to facilitate language acquisition is effective.

Based on the results of the two surveys, it can be observed how the students´ perception regarding to the English classes changed from one class to the other. All of the students agreed it is important to learn English, the problem is that most of them don´t feel motivated to learn the language, they don´t like the materials and the activities used in the class. For these reasons, it is difficult for them to understand the subject matter. In relation to the class based on Multiple Intelligences activities, the answers are positive, students felt motivated to learn English, they think the class was dynamic, enjoyed the class, identified with the activities developed, and the most important understood the topic easily.

Every student is different, each one of them have different necessities, this is why not of all them learn in the same way. It is very important for teachers to know their students. Before the application of the Multiple Intelligences class, students completed a survey to know the strongest intelligences within the group. The class was planned based on those results. In this group, there are six students, during the class nine different activities were developed thinking on every student´s necessities.

4.3 Summary

   According to the class observation made by the researcher and to the surveys applied to the students, it was proved that the application of Multiple Intelligences activities in English classes is successful. It can be observed how the students´ opinion changed from one class to the other, in the regular English lessons students didn´t feel motivated, they didn´t show interest about the class. After the class based on Multiple Intelligences activities their perception of the English class changed. 84% of the students have a positive attitude about this class, they enjoyed the class, they felt motivated, they liked the materials, identified with the activities and the most important they understood the subject matter easily.

Chapter V

CONCLUSIONS AND RECOMENDATIONS

5.1 Conclusions

This research resulted in different conclusions such as the following:

- ↓ Intelligence is the capacity people have to overcome situations or to find solutions for a necessity in a certain moment and in a particular community.
- ↓ People can develop more than one intelligence.
- ↓ Every student is unique and deserves to learn according to his or her own necessities.
- ↓ It is very important for teachers to know their students´ abilities and interests to apply the Multiple Intelligences in class.
- ↓ Students like English and they know about the importance of learn the language, but they don´t feel motivated.
- ↓ Teaching a second language by the implementation of multiple intelligences model facilitates the learning process of the students and gives them the opportunity to increase their abilities and improve their intelligences.

5.2 Implications

The application of MI theory requires a large amount of preparation, especially in terms of choosing and adapting the activities which will correspond to various MI profiles in the classroom, which might be time consuming and overwhelming.

Multiple Intelligence Theory emphasizes the importance of intelligences in each individual. When the intelligences of the students are known, the teaching and learning of any subject including English can be quite easy.

Teachers can benefit from MI Theory, they can create a good classroom atmosphere and students can both enjoy the lesson and learn easily. Retention is another important term in this study. One difficulty of teaching learning period is students' forgetting the new-learned subjects. MI Theory based activities can involve the students into the lesson so when they are involved in the lesson, they can remember more.

5.3 Strengths and Limitations

5.3.1 Strengths

The biggest strength in this research is that the investigator had the opportunity to develop the English class based on Multiple Intelligence activities personally. This represent an advantage for the researcher, because the results are not just based on surveys, they are also based on the researcher´s observation of the class. Another benefit is the amount of students; with just six students it was easiest to develop all the activities.

5.3.2 Limitations

There are limitations and restrictions that affect the study. In this case, the main limitation is the amount of time available to complete a deeper research in the topic of study.

Another limitation is the restricted literature available for a further and deeper review of the topic as Multiple Intelligences; it is based just on the work of Howard Gardner of the Harvard Graduate School of Education. The investigator used online articles, books and researches to compile literature reviewed for linguistics.

5.4 Recommendations

- Teachers must provide students with different activities and materials to enhance the nine intelligences.

- Teachers should apply surveys to know the students´ strongest intelligences, in this way the teacher can develop activities that are going to be meaningful and interesting for the students according to their own needs.

- Students should work in groups with classmates that share their strongest intelligences. Interaction and team work are important facts when applying Multiple Intelligences.

- Students get really excited when working with different and interesting activities, so the teacher can lose the control of the class and have problems with discipline. It is important to give clear instructions and class´ rules before each activity.

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Annexes

Survey Directed to Eighth Grade Students.

The objective of the following survey is to know how students feel about the regular English classes, if they are motivated, if they feel identify with the materials and activities developed in the class. The information will be used to develop a Research Study with the purpose of obtain a bachelor's degree in English Teaching at the Universidad Latina de Costa Rica. It should be mentioned that all the information collected is anonymous and strictly confidential.

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In relation to the English classes… (write an X)	yes	no
1. Is it important to learn English?		
2. Do I like English classes?		
3. Do I feel motivated to learn English?		
4. Do I like the English books we use in the High school?		
5. Do I identify with the activities developed in this class?		
6. Do I think the classes are dynamic?		
7. Do I understand the subject matter easily?		
8. Is there enough visual material in the classroom that allows me to be more in contact with the language (posters, flashcards, etc.)?		

Survey Directed To Eighth Grade Students about Multiple Intelligences.

The objective of the following survey is to identify the students´ strongest intelligences. The information will be used to develop a Research Study with the purpose of obtain a bachelor's degree in English Teaching at the Universidad Latina de Costa Rica. It should be mentioned that all the information collected is anonymous and strictly confidential.

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Linguistic Intelligence	yes	no
1. Books are very important to me.		
2. I can hear words in my head before reading, speaking or writing them.		
3. I enjoy entertaining others or myself with tongue twisters, nonsense rhythms or word games.		
Logical Mathematical Intelligence		
1. I can calculate numbers easily in my head.		
2. Mathematics and / or science are some of my favorite subjects at school.		
3. I enjoy playing games or solving puzzles that require logical thinking.		
Bodily Kinesthetic Intelligence.		
1. I find it difficult to remain seated for long periods.		
2. I like to work with my hands on specific activities such as putting things together, trimming, etc.		
3. I use the movements of my body as the main tool of expression		
Spatial Intelligence.		
1. I am sensitive to color.		
2. I often see clear visual images when I close my eyes.		
3. I often use a camera or camcorder to record what I see around me.		

Interpersonal Intelligence.		
1. I am the kind of person people come to for advice.		
2. I prefer to work in groups than work alone.		
3. I prefer social pastimes like Monopoly than individual recreations like videogames.		
Intrapersonal Intelligence		
1. I enjoy the time I spend alone.		
2. I like to do school work by myself.		
3. When I feel sad, I always know the reason why?		
Musical Intelligence		
1. I often listen to music.		
2. I play a musical instrument or I sing.		
3. I can remember lyrics easily.		
Naturalistic Intelligence		
1. I like to spend time hiking in nature.		
2. I like to have animals in the house.		
3. I am interested in the conservation of nature.		
Existential Intelligence		
1. I often ask myself questions like where we came from and where we are going to.		
2. I am interested in topics such as the evolution of the human being, the existence of extraterrestrials.		
3. I try to find a meaning to all the things.		

Survey Directed to Eighth Grade Students about Class based on Multiple Intelligences Activities.

The objective of the following survey is to know the students 'opinion about the English class based on Multiple Intelligences activities. The information will be used to develop a Research Study with the purpose of obtain a bachelor's degree in English Teaching at the Universidad Latina de Costa Rica. It should be mentioned that all the information collected is anonymous and strictly confidential.

In relation to the English class based on Multiple Intelligences… (write an X)	yes	no
1. Did you enjoy the class?		
2. Did you feel motivated to learn English?		
3. Did you identify with some of the activities developed in this class?		
4. Do you think the class was dynamic?		
5. Did you understand the subject matter easily?		
6. Did you like the materials used in this class?		

LESSON PLAN		
Ministerio de Educación Pública Departamento de Inglés Centro Educativo Bilingüe Santa Josefina Teacher: Cristel Núñez Rodríguez		80 minutes Class Tuesday, June 19th, 2018 Eighth Grade Target Content: Jobs and Occupations.

General Objective: To identify occupations and workplaces.

Linguistic Objectives	Mediation Activities	Time	Strategies and evaluation of learning outcomes
	Routine Students and teacher greet each other and teacher calls the role and write the date on the board.	5	
	Warm Up Students listen to a song (The Way You Are – Bruno Mars) in a relaxing and comfort position, while listening to the song, they think on their Dream Job. After listening to the song and with the teacher's help, students describe what do they want to be and why. **(Musical-intrapersonal intelligence).**	7	
Listening-Speaking Naming occupations and workplaces.	**Presentation** Students listen to the teacher presenting the jobs and occupations vocabulary. The teacher presents it by showing flashcards. The teacher asks questions to verify students can identify workplaces vocabulary. Example: Where does a chef work?, Where do teachers work?, etc. **(Linguistic – Spatial Intelligences).**	10	Names occupations and workplaces.
Listening-Speaking Asking and answer yes/no questions related to jobs and workplaces.	**Practice** In pair, students play "The Occupations Game". The teacher stick to the students´ forehead a piece of paper with the name of an occupation. Students have to guess the occupations by asking yes/no questions, examples: Do I work at a Hospital?, Am I a nurse? Am I a doctor?, etc. **(Linguistic intelligence-Interpersonal Intelligence).**	10	Asks and answers yes/no questions related to jobs and workplaces.
Speaking Describing what people do and where do they work.	Teacher arranges the class in 3 groups. Each group receives an image of an occupation. This image is cut like a puzzle. Students solve the puzzle and recognize the occupation. Each group describes the occupation by telling what do they do where do they work. **(Logical-Mathematical- Spatial Intelligence-Linguistic-Intrapersonal Intelligence).**	12	Description what people do and where do they work.
Reading Identifying different jobs.	Students go to the front of the class and teacher gives them a piece of paper with a description of an occupation (they work at a police station, they work on a farm, etc.) They have to read each description, and make charades using their body. They cannot speak. The rest of the class have to guess the occupation. **(Bodily-kinesthetic - Intrapersonal Intelligences).**	12	Identification different jobs.
Reading-Writing Understanding information related to unusual jobs.	Teacher gives students a reading worksheet about "Unusual Jobs" teacher asks for volunteers to read the article aloud. Then students answer 3 reading comprehension questions about the article. **(Linguistic Intelligence).** **Consolidation** Students and teacher go outside to the green area. Working in pairs, students receive riddles about descriptions of jobs and occupations. A student read the riddle and the other student guess	12	Understands information related to unusual jobs.

Reading - Listening-Speaking Recognizing characteristics related to jobs and occupations.	the occupation behind the riddle. **(Logical-Mathematical-Interpersonal intelligences)** **Farewell** **Extra Activity** Students are divided in 2 groups. Students play Tic Tac Toe with jobs and occupations vocabulary.	12	Recognition characteristics related to jobs and occupations.