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**A study of the effects of teaching English according to prevailing Multiple
Intelligences amongst 7th grade students at Centro Educacional Salesianos Alameda**

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Chapter 1: Introduction

1.1 General background

The following research is aimed to cover aspects related to intelligence and its conceptions and varieties based on Howard Gardner's Multiple Intelligences (MI) theory. According to the key points in Multiple Intelligences theory presented by Armstrong in 2009, each person possesses eight intelligences which work in a unique way and can be developed in an adequate level of competency.

This study emerges from the researchers' experience as trainee teachers in Chilean subsidized secondary schools, specifically in 7th grade from what was observed in their practicum process and their general about students' strengths and abilities in the EFL classroom. There is also an intention to highlight the Critical Period Hypothesis (CPH) in this research because according to what CPH states, the critical period in terms of age is ending for these students and they have a significantly smaller chance of learning successfully a second language beyond this period which is a crucial stage for language learning or language acquisition.

Additionally, some Chilean educational background will be pointed out as it is part of the environment for this research in order to understand the context from which this study derives.

Nowadays, it is essential that teachers consider student's way of learning to plan and perform effective lessons being aware of the stage of development their students are facing. Consequently Teaching English as a foreign language can be challenging, regarding this main concern, in 2005 Herbert Puchta states: "even if you have never thought of applying the concept of MI to your teaching at all, your students have been using their various intelligences freely all the time, regardless of your intentions. So in a sense, your classroom has always been a multiple intelligences one" In addition, MI theory makes its greatest contribution to education by suggesting that teachers

need to expand their repertoire of techniques, tools, and strategies beyond the typical linguistic and logical ones predominantly used in American classrooms (Armstrong, 2009).

1.2 General objective

The general objective of this investigation has to do with describing students learning results as well as their perceptions which in this research are considered as teaching effects. Hence it states as follows:

-To describe, through an intervention, the effects of being taught English according to 7th grade students' prevailing Multiple Intelligences.

1.3 Specific objectives

Regarding to the specific objectives, they're stated as follows:

- To identify predominant Multiple intelligences of seventh grade students from Salesianos Alameda School.

Consequently, a second specific objective deals with:

- To elaborate a teaching unit based on students' Multiple Intelligences

In addition to the specific objectives mentioned previously, a third objective shows the application of this research. The following objective shows:

- To implement a teaching unit based on students' prevailing Multiple Intelligences.

1.4 Hypothesis

Based on Multiple Intelligences Theory by Howard Gardner, researchers are hopeful and believe that learning results of students who are taught considering their predominant multiple intelligences will

benefit themselves in terms of effectiveness and perception of the learning process, than of those who are not, Therefore, it is expressed as follows:

- Seventh grade students taught English according to their predominant MI have better learning results.

1.5 Research questions

Researchers are willing to bring along a question to be answered throughout this research about how teaching English as a foreign language (EFL) can be affected considering predominant students' MI.

Hence it states:

Will, knowing students' prevailing multiple intelligences beforehand make a difference in their learning outcome?

Chapter 2: Theoretical framework

2.1 Multiple intelligences Theory

Postulated by Howard Gardner, it got its first sketches in the 70's and developed importantly in the next two decades. In 1983 *Frames of mind: the theory of multiple intelligences* appears as the main work to settle the bases for the MI theory, followed by *Multiple Intelligences: the theory in practice* which approaches Intelligence as a concept that cannot only be perceived as an innate standardized capability we are all born with. Moreover, differs from the common point of view that Intelligence can only be measured by standardized tests. Humans have biological and psychological potential to process information in different ways and possess diverse problem solving skills. Gardner (1993) postulates that the concept of intelligence must be replaced for a wider and pluralistic conception that encloses eight main intelligences: Logical-mathematical intelligence, linguistic intelligence, spatial intelligence, bodily kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence and naturalistic intelligence. All the intelligences mentioned previously are independent from each other and have got different characteristics (Gardner 1993)

Considering the term Intelligence as computational capacity, we all have different combinations of intelligences and each intelligence has its own characteristics (Gardner, 1993): Logical-mathematical intelligence is the capacity to use numbers effectively, as well as abstractions that lead categorization, calculation and hypothesis testing among others.

Linguistic intelligence refers to the capacity of using words effectively in different settings as in writing, in speech, phonetics or syntax. This intelligence encloses the use of syntax and pragmatics as well as some others that might be linked to them linguistically.

Spatial intelligence is the ability to perceive the world accurately along with the sensitivity to colour, shape, space, form and the relationship between them. Visualizing and representing graphically are some of the manifestation of this intelligence.

Kinesthetic intelligence is related to specific physical skills such as coordination, balance, strength, flexibility among others that contribute to use one's body to express ideas and feelings.

Musical intelligence includes sensitivity to rhythm, pitch, melody and tone of a piece of music along with abilities such as perceiving, discriminating, transforming and expressing musical forms.

Interpersonal intelligence is linked to the ability to perceive, discriminate and respond to other people's moods, intentions, feelings as well as being sensitive to facial expressions, voice and gestures.

Intrapersonal intelligence refers to self- awareness. Hence, knowledge about one's strengths and limitations, inner moods, intentions and motivations. This intelligence includes the capacity for self-discipline, self-understanding and self-esteem.

Naturalistic intelligence refers to the expertise in the recognition, classification of species- flora and fauna- and sensitivity to other natural phenomena. Armstrong T. (2009)

2.1.2 Multiple intelligences theory in the EFL classroom

Multiple Intelligences theory, by Howard Gardner (1983) can be presented as a useful theory to apply in the context of the classroom. Even more when teaching a foreign language. In order to set teaching under the MI theory the first aspect to consider is going from the concept intelligence to intelligences (H. Puchta 2005). Hence, he mentions that we have a variety of intelligences present inside the classroom.

The advantages of MI work can be identified in the basis of “But even if you have never thought of applying the concept of MI to your teaching at all, your students have been using their various intelligences freely all the time, regardless of your intentions” (H. Puchta 2005) Nevertheless, intelligences are part of each student and no teacher can force any intelligence to be developed.

According to what Herbert Puchta says, when in presence of MI activities, students feel ‘more addressed’ because generally, language teachers tend to consider intelligent and that strong linguistic intelligence some of them have might not be present in all of the students which make them detached from the classroom.

“It is clear that the teacher will have to expand the repertoire of techniques and strategies used beyond the linguistic and logical-mathematical” Vodopija-Krstanoviæ (2003) (p.86) What has been proposed by the author in the previous lines, teaching material needs to be broadened in order to pluralize options which suit learners in the best way. Hence, a list of activities for each intelligence is suggested by Vodopija-Krstanoviæ in Multiple Intelligences in the EFL classroom, A Perspective in Context (2003) p. 88- 98 as follows:

- 1) Linguistic intelligence: Lectures • Presentations • Discussions • Debates • Speeches • Word games • Journal writing • Word search puzzles • Crossword puzzles • Reporting • Process writing • Reading activities • Publishing.
- 2) Logical- mathematical intelligence: Mystery solving • Problem solving • Classifying • Placing in categories • Conducting experiments • Socratic questioning • Heuristics • Inquiry into grammar • Analogies • Logic puzzles.

- 3) Spatial intelligence: Color cues • Graphs • Charts • Diagrams • Maps • Using drawings • Using Symbols • Comparing or describing pictures • Visual imagery • Posters • Cuisenaire rods • Videos • Painting or sketching • Computer use • Graphic symbols • Visualization.
- 4) Bodily Kinesthetic: Working with Cuisenaire rods • Hands-on activities • Role play • Simulations • Plays • Manipulating objects • Miming • Using gestures • Running dictation • Charades.
- 5) Musical intelligence: • Mood music • Songs • Singing • Raps and chants • Topic related recorded musical selections • Background memory music • Creating melodies.
- 6) Interpersonal intelligence: Pair-work • Group-work • Peer teaching • Cooperative groups • Team games • Board games • Group brainstorming • Active listening • Simulation.
- 7) Intrapersonal intelligence: Reflection moments • Options for homework and assignments • Opportunities for choices • Setting goals • Independent study • Individual work.
- 8) Naturalist intelligence: • Nature walks • Field trips • Ecology projects • Nature videos • Ecostudy.

As can be noticed, a variety of tools can be used for teaching English as a foreign language to encourage students through teaching, considering their intelligences.

2.2 The critical period hypothesis

At the moment of acquiring a second language, the most important and controversial theory is Critical Period Hypothesis (CPH), which is defined as “a biologically determined period of life when language can be acquired more easily and beyond which time language is increasingly difficult to acquire”. (Brown, 2010).

Also, in Morgan, 2014 W. Penfield and E. Lenneberg suggested that the maturational time period when language stimulation must occur for optimal language acquisition was in early childhood, and this constituted an example of biologically constrained learning. If exposure to language was delayed until after 5 years and up to puberty, then development would not benefit from the default mechanism but would be driven by a different set of cognitive processes and ultimately be less successful. “In fact, the CPH was first introduced by Penfield and Roberts (1959), and then expanded and given a new interpretation in Lenneberg (1967) who examined how well language can be acquired during the critical period. He claims that a critical period is sort of a window of opportunity in a child’s linguistic developmental process during which his or her ability to learn a language is at its peak. If the child is exposed to a language within this window, the process of acquisition is easy, complete, and can reach the level of proficiency consistent with that of native speakers. But, if a learner is too old, beyond the stage of the critical period, it becomes harder to acquire a language and the learner may not reach the level of native-like proficiency”. (Lin, Hung & Wang, 2016) Thus, the ideal age to acquire a language and a second language is from birth until puberty. This is the main reason why our study is focused on this stage of life as it may close after by the end of it.

“According to critical period hypothesis, which was first put forward for the learning of the mother tongue, language acquisition process must be completed before puberty, for it is suggested that language develops fully until then. Although critical period was suggested for first language acquisition, the claim that brain reaches its adult values until puberty and that there will be loss of brain plasticity and its reorganizational capacities, made researchers undertake studies of second language learning over age”. (Gürsoy, 2011)

The classic argument is that a critical point for second language acquisitions occurs around puberty, beyond which people seem to be relatively incapable of acquiring a second language (...) by the age of 12 or 13 you are “over the hill” when it comes to the possibility of successful second language learning”. But, Brown (cited in Gürsoy, 2011) proposed that “CPH has not been interpreted adequately in some cases, where it was assumed that by puberty you are “over the hill” to learn a second language successfully”. Krashen (cited in Gürsoy, 2011) claimed “This interpretation constitutes the strong version of the hypothesis. In other words, what CPH says according to this version is that natural and complete acquisition of a language can occur only between the ages two and puberty, and also that children and adults acquire the language differently”. Yet, “acquisition theories say that adults do not acquire languages as well as children because of external and internal factors, not because of a lack of ability”. (British Council, 2008). Because of the lack of concrete results in studies, this remains being a hypothesis.

Researchers consider the critical period hypothesis as an essential tool to understand the stage of development of the 7th grade students and also to consider the potential it proposes for learning a language before the period ends.

2.2.1 Critical period in puberty

“Puberty appears to be a critical period, not only in general but also in terms of success in language learning” (Gringmuth-Dallmer,2015) “The average scores of the studies suggest puberty as a phase in which the language performance of the participants shows a striking decline. However, the authors, refer to puberty as a period of time rather than a phase of crucial changes of young people’s lives”

It has been claimed by Gringmuth-Dallmer,2015 that Although puberty is a process that every human should experience, it doesn't happen the same way to every person, referring to quantity and quality, or the age when this occur or when it finishes, and also it depends on aspects such as the nutritional level or the environmental factors (cf. Strozer, 1994).

In terms of neurobiological changes, “at the beginning of puberty, the human brain starts to create a huge amount of synapses in order to provide a basis for the final development it will undergo in the following months and years. Those synapses which are activated due to the reception of certain stimuli will remain, whereas those the young adult does not use will vanish or will not be activated equally well at later stages of life. Huttenlocher & Dabholkar (cited in Gringmuth-Dallmer,2015) proposed “These processes of “exuberant synaptogenesis” usually take place before certain periods that are crucial in human development”. Gringmuth-Dallmer,2015claimed “Since the exuberant synaptogenesis provides the ‘young adults’ with great developmental potential which should not go unused” Which can be use in the learning acquisition.

2.2.2 Critical period in first and second language acquisition and learning.

The critical period hypothesis “holds that primary language acquisition must occur during a critical period which ends at about the age of puberty with the establishment of cerebral lateralization of function. A strong implication of this hypothesis is that the processes involved in any language acquisition which takes place after the age of puberty will be qualitatively different from those involved in first language acquisition”. (Snow &Hoefnagel-Hohle, 1978). Stated in 1989 by Johnson & Newport there were two sides in Lenneberg’s argument, on the one hand, he reviewed evidence of behavior that suggest that normal language learning occurred in childhood. One of those evidence was about the difference in the recovery from aphasia between children and adults. And also studies that express de progress in language acquisition before and after puberty. On the other hand, he

proposed that the brain loses its plasticity after puberty as the reorganizational capacity which is necessary for language acquisition. Hence, formed the basis for the critical period hypothesis.

“In Europe and in Asia FL teaching has been reduced to primary school and in some countries to kindergarten. If the results of the studies indicate that the major difference that young learners make in learning a language is on pronunciation and adolescents are better than adults and young learners in grammar and vocabulary, why are there so many efforts to reduce the age of foreign language learning?”

One reason might be related to the fact that exposure to second language plays an important role in the attainment of the language. In contrast to ESL contexts the EFL contexts provide limited exposure to the learners, thus by reducing the age of learning, learners will be exposed to the foreign language longer. Another difference was seen on the superiority of children on fluency and accurate pronunciation. Similarly, the amount of exposure and the starting age has a great influence to gain native-like pronunciation. This fact also justifies the efforts to reduce the starting age. However, there is another consideration specific to FL contexts, which is related with the language teachers’ fluency and accuracy in pronunciation. If this is one of the areas that children are thought to make a difference, they need to be given appropriate modeling of the target language.”. (Gürsoy, 2011)

Showing this way the productivity and impact teaching English as a second language has in early stages.

According to Snow (cited in Johnson & Newport, 1989) “What it can and cannot tell us about the critical period. Given the early difficulties of performing a direct test of the critical period hypothesis on first language acquisition, many researchers undertook studies of second language acquisition over age as a test of the hypothesis. Some investigators have suggested that a critical period theory must predict that children are better than adults at learning second languages, as well as first

languages. Consequently, they have viewed any evidence to the contrary as evidence against the critical period hypothesis”.

Hu, 2016 states that childhood is the period where it is easy to acquire a second language, as younger learners should acquire more naturally and effectively in this period, but after this, they seemed not fond to acquire this second language. Snow (cited in Hu, 2016) exposes that “Lenneberg’s claim that adult\child differences in acquisition are due entirely to non-biological factors (i.e. intensity of exposure, affective emotional process, motivation and instruction)”

“In the field of second language acquisition (SLA), specific aspects of learning a non-native language (L2) may be affected by when the process begins is referred to as the ‘age factor’. Because of the way age intersects with a range of social, affective, educational, and experiential variables, clarifying its relationship with learning rate and/or success is a major challenge”. (Abello-Contesse, 2008)

Flege (cited in Cardimona, et al. 2015) “In theory, the more fully developed the L1 system is when L2 learning begins, the more influence the L1 will have over the acquisition of the L2”. It is known, that the lexis patterns and words are the first things in a second language acquisition, as the vocabulary is the basis to learn. Vocabulary acquisition is, therefore, the foundation of second language acquisition (Cardimona, et al. 2015).

As it has been mentioned by Zhu in 2011 “Lenneberg proposed brain lateralization at puberty as the mechanism that closes down the brain's ability to acquire language. He claimed that: automatic acquisition from mere exposure to a given language seems to disappear [after puberty], and foreign languages have to be taught and learned through a conscious and labored effort. Foreign accents cannot be overcome easily after puberty. However, a person can learn to communicate at the age of

forty. This does not trouble our basic hypothesis”, making it possible to learn a second language after the critical period, but being more difficult.

2.3 Teaching English as a foreign Language

The first thing that needs to be said regarding to teaching English as a foreign language (TEFL) is that “English Language is not a battery of grammatical rules and a vocabulary book” (Rodríguez,1980) Considering English Language solely from a theoretical stand would deter the communicative value of learning a foreign language.

In 2005 P. Bress emphasized the most important principle of effective teaching, this being, understanding and following pieces of advice by teachers in order to help their students understand the language by setting up a context.

Talking about English teaching is talking about four communicative skills: Listening, Speaking, Reading and Writing. “The aim of the English teaching programme should be to develop in the learner the four basic aspects of communication” (Rodriguez, 1980)

Listening and Reading are often known as receptive or passive skills; whereas Writing and Speaking are commonly known as the productive or active skills. An important piece of advice to keep in mind when planning for new lessons is the order of acquisition of a language (MCAEL, n.d., Ch. 4) thus, students should be offered the opportunity to listen before being asked to produce as speakers and to read words before producing as writers.

Integrating the four skills into the Teaching of English as a Foreign Language seems to be the key for learners to use English effectively for communicative purposes (Oxford, 2001).

2.3.1 Approaches and Techniques in TEFL

Richards and Rodgers (2001) claim that “The history of language teaching has been characterized by a search for a more effective way of teaching second or foreign language”. This research includes Approaches and Techniques that will be further discussed on this section.

An Approach will be referred to, as claimed by Harmer (2007) as “How people acquire their knowledge of the language and make statements about the conditions which will promote successful language learning” (p. 62). On the other hand, a Technique will consist of a wide range of activities or tasks used, in this case, in the EFL classroom for carrying out the objectives of the lesson (Brown, 2000).

A major shift in the language education field occurred in the late 1970s to early 1980s; with the birth of a Communicative Language Teaching (CLT) approach where being able to communicate was required over linguistic competence (Larsen, 2007), hence “knowing when to say what to whom” as stated by D. Larsen.

2.3.1.2 Student centered and Teacher centered approaches in language teaching

In this section a description will be presented, regarding Student-Centered and Teacher-Centered approaches considering their positive and negative aspects as well as their impact on students and their learning process.

Firstly, it is important to note that, as stated by A, Ahmad “Teaching can be either teacher-centered or student-centered or a combination of both” (Ahmad, 2016) Teacher-Centered Instruction (TCI) has existed and been practiced for centuries, which is why is often referred to as a more ‘traditional’ method (Ahmad, 2016).

TCI, is associated with different concept; e.g. explicit instruction, systematic instruction, direct teaching, among others; and is based on the belief that the process of learning can be facilitated if the teacher is so clear when presenting the content that any misinterpretation is eliminated (Westwood, 2008)

T, Timor in relation to classroom management, states that “the teacher has a system of predefined rules at his availability which help them gain control” (Timor, 2015, p. 3), some support this statement, considering that the Teacher-centered classroom is one where the Instructor talks and students listen, and where the atmosphere is rather quiet and controlled (Kennedy, 2011).

On the other hand, Learner-centered instruction, is a quite recent method, that has been growing rapidly over the past three decades, even winning over traditional Teacher-centered instruction (Ahmad, 2016)

Constructivism spread an influential force in education and helped create many different learner-centered approaches in teaching, under the common notion that learners construct their own knowledge in various aspects of their daily life; hence they could learn a foreign language also through discovery more than from formal instruction (Westwood, 2008)

Westwood (2008) states that in opposition to the Student-Centered theory “many constructivist stress the importance of learners’ behavioral activity, overlooking the role of cognitive activity”. In other words, the opposition claims that it should not be necessary to engage in hands-on activities to trigger cognitive activity in the brain.

Furthermore, Teacher-centered approach supporters firmly believe, that presenting the content of a class does not prevent the learner from achieving more complex mental processes, on the contrary a clear presentation might greatly facilitate the process of making meaning (Westwood, 2008)

During the 1990s the student-centered approach started to emerge as a less authoritarian and punitive approach and a more humanistic and democratic option, the learning process relies on the notion of a learning community where responsibilities rest in the entire group and not just the teacher (Timor, 2015).

Generally speaking, the notion of a Learner-Centered approach has been accepted in various departments of education under the name of Whole Language Approach, Process Writing, Problem-Based Learning or Discovery Method, which have helped students become inquisitive, inventive, and reflective (Westwood, 2008).

In spite of the benefits of the learner centered approach, Kennedy (2011) warns about the implications of having students whom may not be prepared to engage in a Student-Centered lesson “Students should be convinced that learning is important for them and then become self-motivated” if this is not achieved the lesson will not be successful (Kennedy, 2011).

Finally, and as mentioned before, there is a current strong tendency to Student-centered instruction. This change from Teacher-centered instruction, is believed to be related, on the one hand with the failure of TCI to prepare students to deal with a society in constant change. On the other hand, with the concern from teachers of school dropout rates arguing that SCI might motivate students to stay in school (Ahmad, 2016).

Techniques such as memorization or repetition, which are typical features of teacher-centeredness, have apparently come short in terms of preparing students to sustain themselves in a society that requires individuals to be equipped with specific strategies, skills and thinking abilities (Ahmad, 2016).

Particularly, on the field of second language learning various teaching approaches immerged, were the goal is for students to be considered as a whole person, not only from the intellect component, but their feelings, wishes and interest (Ahmad, 2016).

2.3.2.2 Teaching English as a foreign language in the Chilean educational context.

Learning English in the beginning was a privilege that only students of private schools in Chile could have, but after seeing that learning this foreign language could give new opportunities for the economy of the country, English began to be a compulsory subject for Chilean schools (British Council, 2015; Gómez and Perez, 2015).

At first, the major change done to the curriculum was to give emphasis to receptive skills (reading and listening) rather than to productive skills (speaking and writing), when 80 percent of the curriculum was focused on reading and listening and only a 20 percent of the curriculum was given to speaking and writing (British Council, 2015; Sato and Viveros, n.d). The change stated earlier is just one of the many that have been implemented by MINEDUC, but have had little to no improvement on how English is taught and learnt (Gómez and Perez, 2015). Students of 11th grade have shown very poor results on standardized tests where the level of English proficiency is evaluated (British Council, 2015).

In 2004, MINEDUC created a program with the purpose of improving the English level of students from 5th grade to 12th grade (MINEDUC, n.d), this programme is called Programa Inglés Abre Puertas (English Open Doors Programme, EODP) (British Council, 2015). English in Chile (2015) stated that “up to date, it is the only programme in Chile to focus on a single school subject”. EODP also focuses on higher education. Even though, this programme was developed to improve English in schools, it has also been used to increase the level of proficiency

that adults have, to be able to get engaged to this globalized world. (British Council, 2015; Barahona, 2016).

English in Chile (2015) claimed that “subsidized private schools became selective in their admission processes, choosing higher-income students over their poorer counterparts” Creating elite schools that were only a few privileged students could opt for a better quality education.

In June 2015 a law referring to school’s admission was published, there it is made clear that schools which were receiving funding from the State could no longer select their new students (MINEDUC, 2015). Even though, this law has come to effect on the last year, private schools still have the power to keep selecting their new students (Arias, 2016).

In the Chilean education system, specifically in English area there is not a big difference between public schools and public subsidized schools, but privately managed school that count with less than a ten percent of the enrolment, leaving the vast majority of Chilean students with low-quality education (British Council,2015).

Those students who belong to a private education have shown higher percentage of approval on this test whereas students from semi-private and public school show to have lower approval percentage on this test (Herrada et al., 2013).

Chapter 3: Methodological Framework

3.1 Type of Study

The methodology used by the researchers was chosen according to the needs of the project, requiring the use of a quasi-experiment whose purpose is to “identify a comparison group that is as similar as possible to the treatment group in terms of baseline (pre-intervention) characteristics. The comparison group captures what would have been the outcomes if the programme/policy had not been implemented (i.e., the counterfactual). Hence, the programme or policy can be said to have caused any difference in outcomes between the treatment and comparison groups”. (White & Sabarwal, 2014). “But, by definition, quasi-experiments lack random assignment. Assignment to conditions [treatment v/s no treatment] is by means of self-selection [the personal election of the treatment] or by means of administrator selection [by teachers and officials among others]” (Shadish, Cook & Campbell, 2002). Because of that, it is essential to use this particular method for the study that has been carried out. As the research experience is based on comparing two different settings in two classrooms, one the usual style in the control group reading a book and working on lineal activities, and the other one, using the predominant multiple intelligences in the experimental group to perform activities that may suit them better.

In order to accomplish the objectives of the project, the mixed approach was required. “Mixed methods involve the collection and “mixing” or integration of both quantitative and qualitative data in a study. (...) and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone.” (Creswell, 2013)

This approach is essential for the present study as both results from two of the groups are required to compare them. The quantitative aspect is reflected on the standardized tests and the qualitative on the surveys. Those results encouraged the researchers to realize if the quasi-experiment worked or not: if the experimental group were able to get better quantitative results (grades) and whether or not they considered the modified activities useful and engaging (perceptions).

3.2 Sample Profile

Students from seventh grade, aged from 12 to 13 years, are starting their adolescence, meaning that they are in the period between the age of 10 and 20 years old, where kids move from being children to adults, this transition moves through many aspects of the individual, such as behavior, development and relationships. These stages are biological, cognitive, social and emotional (Adolescence, n.d). This investigation and implementation of a unit, focuses on a seventh grade which corresponds to the experimental consisting of 44 students in total and sometimes a teacher and an assistant, it can be very crowded. The rooms that are provided for the seventh graders, might be the smallest rooms in the school, being considered as a disadvantage because students at their age tend to move a lot. As an outcome the predominant multiple intelligences identified were bodily – kinesthetic and interpersonal.

The diversity presented in the school has to do with the changes related to the system of enrollment that changed his selective aspect to an in order to arrival one. Consequently, this brings about diversity to the classroom making it full of different personalities. There are some students whose parents have a university degree, whereas some students do not have a parent who got the chance to go to university. Having come from different educational backgrounds, the level of English may differ from a student to another. On the other hand, students belonging to the control group share

similar characteristics with the one above, they both come from different schools' backgrounds, making difficult for them to get a hold of how this new school works. Their family circumstances are akin to the students from the other seventh grade, there might be parents or relatives of the students that could have gone to pursue a university degree. This seventh grade has two Peruvian students, which in this school is not an unseen phenomenon.

Concerning they behavior in the English lessons, students are very participative, they tend to lose focus and it can be a little difficult for teachers to regain their attention, but the teacher uses a technique, where she writes on the whiteboard the names of the students who are not behaving properly and as they feel warned, they begin to return to their task.

3.3 Procedure

At the beginning of this investigation, data was collected from a survey (see appendix 1) in which students answered questions to see which multiple intelligences were predominant among seventh grade students from Centro Educativo Salesianos Alameda. After having obtained the results of the survey, the researchers created a unit (see appendix 2) based on their prevailing Multiple Intelligence, which resulted to be bodily-kinesthetic and interpersonal. Afterwards, researchers designed a written evaluation tool (see appendix 3) along with a perceptions survey (see appendix 4) answered by the students.

3.3.1 Teaching Unit and Lesson Planning

This unit was created and implemented based on their prevailing Intelligences obtained from the survey, these bodily-kinesthetic and interpersonal activities enhanced the learning outcome of the students, in this case it was considered by the researchers better to teach them through physical and

group activities because they also learn better through interaction with others (Multiple Intelligence, n.d.).

Class N°1: during this class, which lasted 45 minutes, students were engaged in a listening activity in the form of a team competition. As these students favor from teamwork (Kinesthetic Learners Strategies, n.d.), and they tend not to be very good at following instructions because they lose focus easily (Pesce, n.d.) This lesson uses listening and interactive activities highlighting that it helps them to learn throughout group work.

Class N°2: this class lasted 45 minutes, for this class students were involved in a listening activity, by playing a life-sized board game being the tokens. As they moved forward on board after listening to a sentence by the teacher they used their bodies to discriminate and acquire new vocabulary. This helped them profusely as they learned by moving (Major, 2016).

Class N°3: the class lasted 60 minutes and for the first part of the class the students participated in a listening activity and for the second part of the class, in pairs they participated in a shopping role play. As it has been stated above, these students benefit from moving and also one of their forte is acting, so a good way to retain information is taking part in this role playing activities (edutopia, 2015). Their interpersonal intelligence is not left behind because a beneficial activity for these students to learn is through dialogues (Multiple Intelligence, n.d.), which is clearly reflected on the role playing activity.

Class N°4: during this 30 minutes' lesson, the students had a class discussion, where they reviewed the meaning of some adjectives and later got together in pairs and expressed their opinions on things using the adjectives previously reviewed. Even though this activity is not as effective for bodily-kinesthetic learners, students need to practice listening. (Pesce, n.d.) This activity is based on their

interpersonal intelligence as they have to practice their communicative and listening skills (Kelly, 2017).

Class N°5: In the final and longest lesson, which lasted 90 minutes the students played a game called charades which was suitable for their bodily-kinesthetic intelligence predominance as they had to act/mimic some adjectives for the whole class to guess (Multiple Intelligence, n.d.). They were handed in a worksheet where they worked individually and later they had to get together in pairs to write a postcard, which included the students' preferences. As students tend to learn by sharing information about themselves this activity explores their interpersonal intelligence (parentree, 2008).

At the end of every class, students were given a worksheet, called "Exit Ticket" which contained all the content reviewed in every respective class, so when they took their test unit they knew already how they were going to be evaluated.

The experimental group had a student-centered approach on the other hand the control group had a teacher-centered approach. Additionally, the control group was taught following the same structure from the book "Headway Beginner".

3.3.2 Written Test

English teachers at Centro Educativo Salesianos Alameda evaluate students using traditional tests. Hence, the researchers were suggested to use this type of evaluation in both the experimental group and control group. Those suggestions had to be followed to not disrupt the continuity of how students were being evaluated.

3.3.3 Perceptions Survey

To complete this research, the students were asked to answer a final perceptions survey, where they had to answer some questions regarding to the last unit (i.e Unit 7 “My Favorites”) and with these final results students indicated how they felt about the unit through a likert scale and 2 open guided questions. This survey was designed collect the students’ perception about the unit implemented by the researchers, it contained 8 questions where the students had to choose one of three options and 2 open guided questions, one where the students had to answer whether it was easier for them to learn the way the unit was taught and another regarding to whether or not they felt motivated to learn the way the unit was taught. This survey was validated by 2 teacher members of the UCSH English department.

3.4 Data Gathering Instruments

Regarding to data gathering for the research, validated instruments were taken in their original form as well as a test designed by the researchers while the research process was carried out.

In this section, data gathering instruments are presented previously to each descriptive section. First, a paper based survey is handed in to students of one 7th grade class at Centro Educacional Salesianos Alameda in order to identify their prevailing multiple intelligences.

Secondly, after having identified two of the predominant multiple intelligences, the researchers design a teaching unit considering the prevailing multiple intelligences proposed by Howard Gardner in his theory (Gardner, 1999). In order to assess, a written test is designed to evaluate the unit. It must be emphasized that this, as being a comparative study, needed to have same standardized tests for both of the groups 7th grade A and 7th grade B. Thus, not being ideal to take a written test, the

researchers were only allowed to perform the lessons differently but not to change the evaluations which was expressed by the head of the English department in the school.

Finally, the researchers' need of having a meaningful experience leads to taking a post perception survey to get to know students' appreciation of the lessons performed by one trainee teacher part of the researchers group.

3.4.1 Survey: identifying prevailing multiple intelligences

In order to gather information for this comparative study, a survey is used in first place. According to Pinsonneault and Kraemer (1993) surveys are "means for gathering information about the characteristics, actions, or opinions of a large group of people" Additionally, the type of survey questions presented in the questionnaire are designed in Likert scale format.

Consequently, Researchers consider that Likert scale designed questionnaire by Laura Cardler was suitable for data collection and considered that "The key point is that Likert items are intended to capture the extent of agreement or disagreement with an idea, and not to measure some sort of quantity or 'hidden variable'" as stated by Johns in 2010.

For better understanding, the survey was handed in the students' mother tongue (Spanish) and it consists of 25 statements belonging to different intelligences that the students mark in a likert scale from 1 to 5 according their preferences (being 0 =mostly disagree and 5 mostly agree) (Cardler, 2011). The instruction of the survey created by Laura Cardler explains that students rate each option by attributing certain extent of preference with a number and after each option was rated, the sum of all the points will show a number per each intelligence. Hence, the highest points will be related to the predominant multiple intelligences of the student.

3.4.2 Written Test Description

After the implementation of the unit designed according to students' predominant multiple intelligences, the researchers created a written test required by the school. Even though researchers had the willing to assess the achievement of the students in a more innovative way it was needed for them to adapt to the situation and evaluation requirements of the school.

In a more technical aspect, the test was taken by of both groups 7th grade A and 7th grade C and it consisted of 6 parts which they had 60 minutes to answer. The first one based on identification carried out through a matching activity with a total of 7 points. The second one focused on recognition of question for each answer given being assessed with 6 points followed by a third part which required students to complete a chart for the corresponding object pronoun and possessive adjective after which they needed to fill in the gaps with the correct option adding 14 points. Adjectives were evaluated in part 4 and 5, being the first filling in the gaps and the second one recognition and matching of opposite meanings for the adjectives given which adds 15 points to the final score of the test that contains in total 32 points.

3.4.3 Perceptions Survey Description

The final survey was proposed by the researchers in a way that they could obtain students appreciation of the accordingly designed unit and how it affected their performance and results in the final test which was handed in Spanish to them. It must be stressed that only one sample group (7th grade A) answered this survey.

In addition, the survey is formed by 8 closed questions designed as a Likert scale of three options where students needed to choose to what extent they felt related to the statement. The first statement referred to how different students think these lessons were from what they were used to, followed by

the second one directed to how fun activities seemed to be for them, adding a third question which gives graded answers for the statement: how they liked the unit. In fourth place, the statement focuses on how students liked working in groups followed by the fifth one which intends to get information about how the activities proposed by the teacher in the unit helped them understand the contents. The sixth statement is directed to how original and varied was the material used by the teacher which follows a seventh option students are required to grade related to how much fun they had during the unit and last but not least, the eighth statement refers to whether or not the order and organization of the activities and lessons helped to understand the contents. The last two questions were open guided questions where students had 2 lines to answer. The first of the open questions wants to get information about how easy it was for the students to understand the content when designed according to their predominant intelligences. The second one is directed to the motivation aspect of the designed unit and how it would be more motivating in general to have those kind of lesson activities. This survey has been validated by 2 teachers, members of the UCSH English department.

Chapter 4: Data Presentation and Analysis

4.1 General presentation

This section presents various results obtained during the data collection process of the investigation. Firstly, data regarding to Multiple Intelligences survey where three bar graphs show the results obtained from the control group, the experimental group and the full studied sample. Then a spreadsheet shows the learning results in the form of grades for both, the control and experimental group.

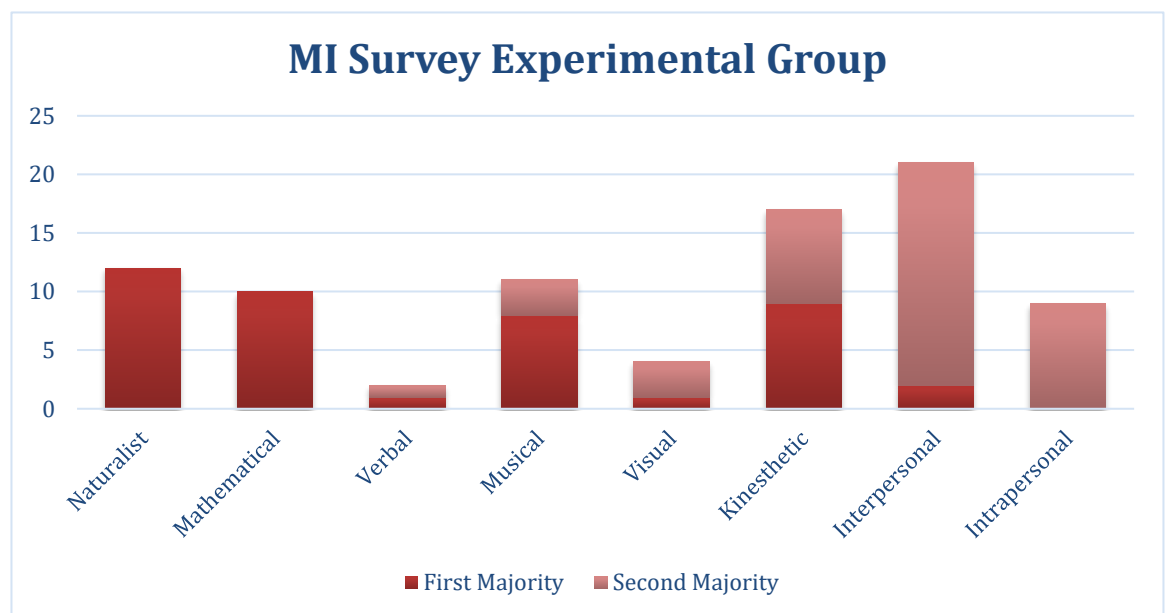
Lastly, a series of pie charts that present the quantitative results from the experimental group

regarding their perceptions towards the Unit designed by the researchers, followed by the presentation of the qualitative section based on the perceptions' survey.

4.2 Quantitative Data Presentation

4.2.1 Multiple Intelligence Survey: Experimental Group.

The following bar graph shows the results of the Multiple Intelligence Survey from the experimental group in October 2017.

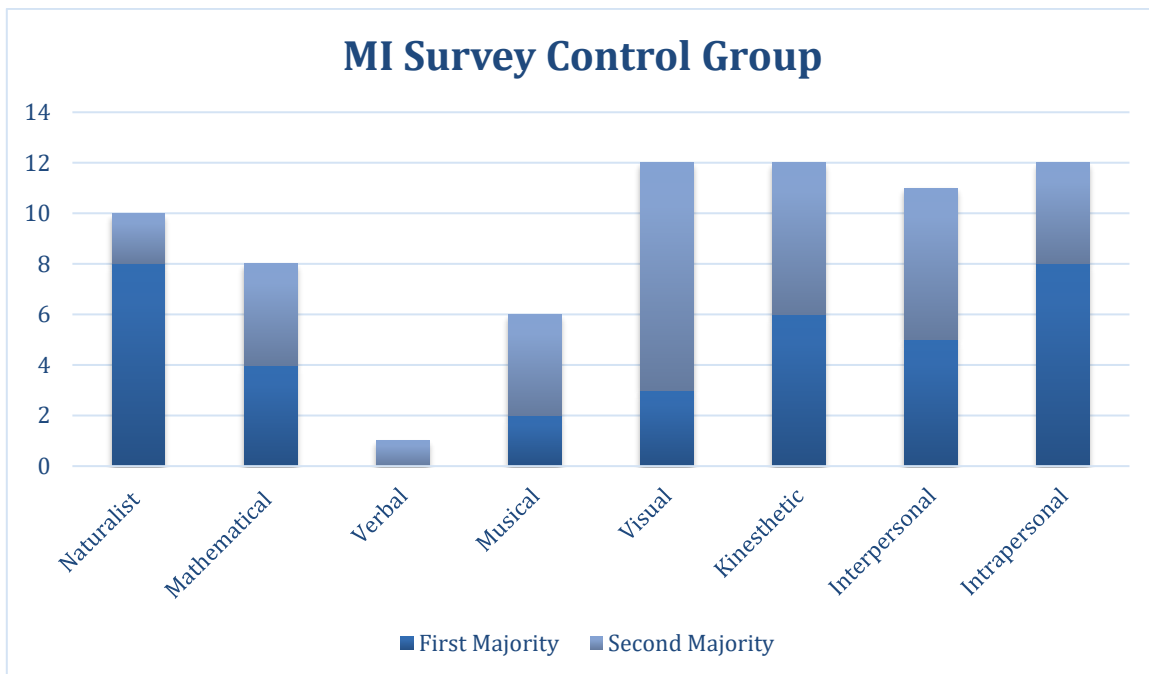


From the 42 students in the experimental group who answered the MI survey, it can be seen that the majority of the students rated the prompts with the highest scores that led to the predominance of the Interpersonal Multiple Intelligence, this being 21 students who represent the 48% of the group. The second highest selected Multiple Intelligence, as depicted in the graph above corresponds to the Kinesthetic Multiple Intelligence, with 17 students, who represent the 39.5% of the group. On the

other hand, only 2 students who represent a 4.6% of the group showed to have a Verbal Multiple Intelligence.

4.2.2 Multiple Intelligence Survey: Control group

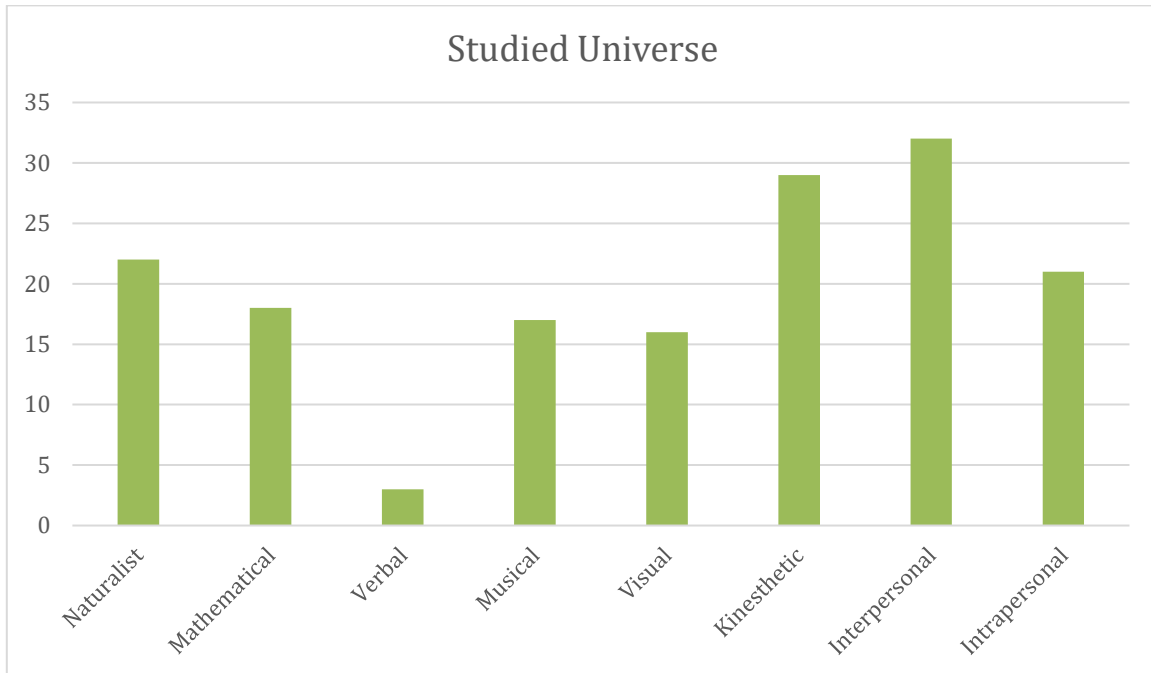
The following bar graph shows the results of the Multiple Intelligences Survey from the experimental group in October 2017.



From the 36 student sample in the control group who answered the MI survey, it can be seen three predominant Multiple Intelligences, with 12 students who represent de 33.3% of the group respectively on the Visual, Kinaesthetic and Intrapersonal Multiple Intelligences. On the other hand, only 1 student who represents a 2.7% selected the prompts that represent the verbal Intelligence.

4.2.3 Multiple Intelligence Survey: Full Studied Universe

This graph represents the entirety of the students surveyed regarding to their Multiple Intelligences in October 2017 (both control and experimental group)



Considering all 79 students who answered the MI survey, the graph depicts a clearly prevailing Multiple Intelligence this being the Interpersonal with 32 students who represent a 40.5% of the entire studied universe, followed closely by the Kinesthetic Multiple Intelligence with 29 students who represent a 36.7% of both the control and the experimental group. Evidently the overall least selected Multiple Intelligence is the Verbal Intelligence with only 3 students that represent a 3.7% of the studied groups.

From the data collected previously, researchers decided to consider the two most predominant multiple intelligences to design the unit.

4.2.4 Learning Results: Grades

In the following spread sheets, the results from the test taken by seventh grades will be shown. They are organized in an increasing way, each spread sheet begins with the lowest grade and it ends with the highest grade.

7- A

Students	Grades
Valdivia, G	3,0
Bravo, R	3,3
Campos, B	3,8
Manríquez, S	3,9
Alvear, F	4,3
Regla, D	4,0
Cádiz, B	4,1
Farías, V	4,3
Ayarza, M	4,7
Mancini, G	4,7
Acevedo, R	4,9
Saavedra, M	4,9
Martínez, B	5,0
Palma, B	5,0
Donoso, G	5,2
Caneo, F	5,2
Alvarado, R	5,4
Muñoz, B	5,9
Herrera, A	5,9
Roldan, J	5,9
Del Castillo, B	6,1

González, D	6,1
Araya, I	6,3
Placencia, T	6,3
Olivares, R	6,3
Jeria, M	6,3
Tornero, B	6,3
Labra, I	6,3
Gallardo, L	6,3
Villagra, J	6,5
Baeza, M	6,6
Araya, V	6,6
Calderón, V	6,6
Valenzuela, W	6,8
Salas, B	6,8
Lorca, D	6,8
Valdebenito, B	6,8
Salvador, R	6,8
Escobar, B	7,0
Soto, B	7,0
Abarca, M	7,0

The spreadsheet above shows grades belonging to students from the 7°A (i.e. experimental group).

Out of the 42 students who took the test:

- 6 students, which correspond to the 14,2% of the class, got a failing grade in the test.
- 33 students corresponding to the 78,5% of the class obtained a passing grade
- 3 students corresponding to the 7,14% of the class was able to obtain the highest score.

7-C

Students	Grades
Pasten, G	2,0
Castillo, B	2,0
Bello, V	2,1
Farías, N	2,3
Osorio, N	2,3
Ortega, B	2,4
Franco, L	2,7
Escobar, F	2,7
Pessoa, D	3,0
Duran, B	3,0
Núñez, M	3,1
Robles, V	3,5
Monsalves, E	3,6
Moncada, S	3,6
Castillo, P	3,7
Salazar, I	3,9
Villarroel, M	4,0
González, R	4,5
Arce, B	4,7
Aravena, C	4,7
Arias, D	4,9

Espinoza, V	4,9
Cifuentes, V	4,9
Rivera, D	5,0
Luna, R	5,0
Huesa, M	5,0
Lillo, V	5,2
Arriagada, I	5,2
Díaz, B	5,4
Aburto, D	5,8
Sanhueza, B	5,9
Torres, N	6,1
Flores, A	6,1
Garate, I	6,3
Molina, A	6,5
Quintana, J	6,6
Espinoza, M	6,6
Ruiz-Tagle, V	6,6
Vásquez, B	6,8
Vergara, V	7,0

The spreadsheet above shows grades belonging to students from the 7°C (i.e. control group). Out of the 40 students who took the test:

- 16 students, which correspond to the 40% of the class, got a failing grade in the test.
- 23 students corresponding to the 57,5% of the class obtained a passing grade.
- 1 student corresponding to the 2,5% of the class was able to obtain the highest score.

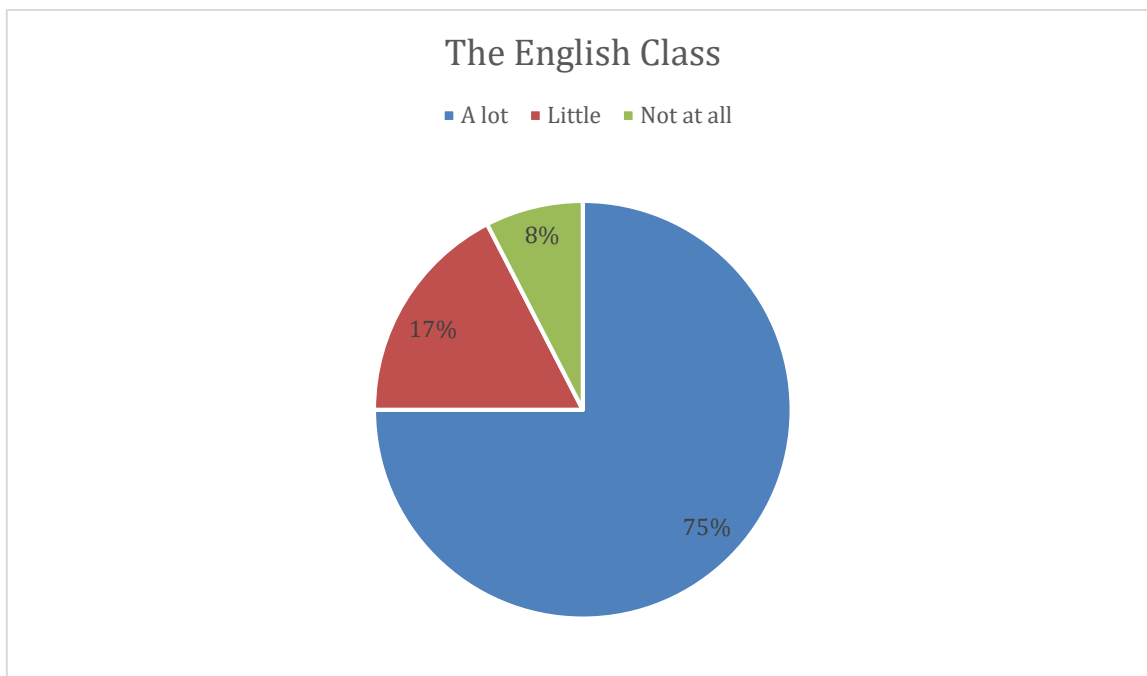
4.2.5 Perceptions' Survey

A perception survey was taken by the experimental group of students in order to obtain both quantitative and qualitative information. The next section ahead presents the results, first from a quantitative perspective and then the account from the qualitative perspective.

The Quantitative data questions were divided in areas. First, concerning with the opinion that students had on the lessons in terms of originality and entertainment. Second, questions considering if the students liked participating and working in groups and finally dealing with the activities and material in terms of the facilitation of the learning process and novelty.

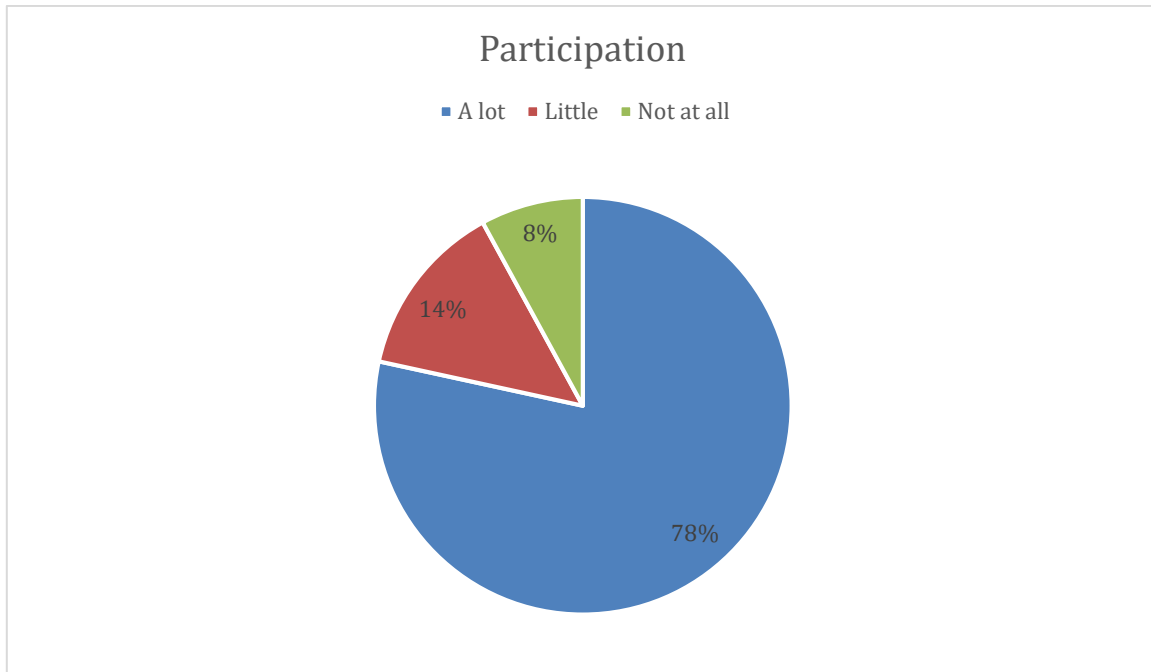
“The English classes in Unit 7 were different, entertaining and fun”

The 42 students in the experimental group were asked three questions related to their opinion on the English classes in Unit 7 in comparison to the regular lessons they were used to, an 8% thought class were not at all different, nor entertaining. A 17% of students considered the classes to be a little different and little more entertaining. On the other hand, a 75% of students deemed the English classes to be a lot more different, entertaining and fun.



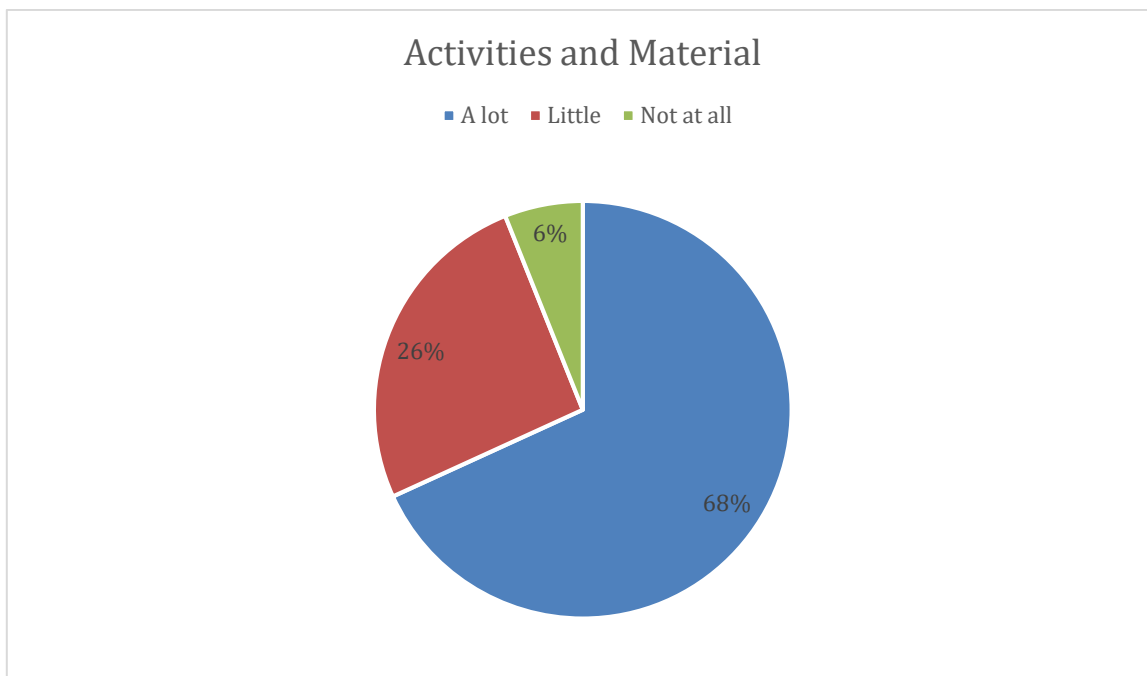
“I liked participating and working in groups during Unit 7”

The students from the experimental group were also asked about whether they liked participating in class and working in groups, in two questions on the perception survey. Only 8% of the students said they did not like participating and working in groups at all, while a 14% considered they liked it a little bit. A considerable 78% of students said they liked working in groups and participating a lot in class.



“The activities and material were original, and helped me understand.”

Students were asked three questions related to the activities and material in terms of originality and the way it helped them understand the contents. Only 6% of students thought the material and activities were not helpful at all to understand the contents. While a 26% of students considered the material and activities to be a little helpful in the learning process and a little original. Whereas, a 68% of the students surveyed considered the material and activities to be very helpful and original in the learning process.



4.3 Qualitative Data Presentation

A descriptive analysis of the open guided questions on the perception survey is presented in this analysis.

As it has been previously mentioned, the instrument used to collect information about students' perceptions of the lessons in Unit 7, included two open guided questions for students to manifest comments, opinions or thoughts. By observing the results, it is worth noting that from the 42 students who were part of the experimental group only 35 students answered to the perception survey, because of attendance related reasons.

Regarding the opinions manifested by the students, they can be grouped on the following topics, after each topic descriptions, quotes from the students will be included, these have been translated from the Spanish for the purpose of this description.

To the first open guided question “I feel that owing to the classes of Unit 7 ‘My favourites’ it was easier for me to understand English. If your answer is yes, explain why in two lines.”

Students’ answers dealt with two main topics:

a) Having fun in class helps to understand better.

In this regard, students highlight the importance of having fun while also learning. They explain how being more interested on the activities helped on the learning process, and that they realized that while preparing for the test playing and moving around were a big part of the lessons.

“Yes, because the class was fun and that way I felt more interested in learning”

“Yes, because when I was studying for the test I realized that I already knew the contents”

“Yes, thanks to games and activities that the teacher showed us, helped me understand better”

“Yes, because we played games where I could learn faster”

“Yes, because it was so fun, and that way it was a pleasure to study”

b) Working in groups helps students understand.

Students manifest that they value having the possibility of working with their friends and classmates, and when reflecting on the classes in Unit 7 they feel like it enabled their learning process.

“Yes, because the activities that we worked in groups made the class easier for me to understand”

“Yes, because I like team work besides having fun it helps me understand better and faster”

“Yes, because working in class through games, helps the bond as a class and that way it is easier to understand.”

To the second and last open guided question “If English class were always like the classes in Unit 7, I would feel more motivated in general to learn English. If your answer is yes, say why in two lines”

Students’ answers dealt with two main topics:

a) If every class was like Unit seven’s students would have more fun and learn better.

Students manifested their desire of having more classes that were entertaining and fun to them, they felt like it would help them understand better and consequently get better grades.

“Yes, because learning would be easier, and I could understand English”

“Yes, I think I would get better grades and that would be great”

“Yes, because I am having fun and learning at the same time”

b) Other classes are usually boring and they would feel better if they were having fun.

Students stressed on the contrast between the classes designed for them during this research and the rest of their classes.

“Yes, I think anybody would be tired of just sitting and listening to the teacher for an hour and a half without being able to do much”

“Yes, in a way I feel like I learn better this way than just writing on my notebook”

“Yes, because it would be so much fun to be playing and learning, it would be like a recess but studying (something like that).”

4.4 General Data Analysis

The researchers analyzed all the results obtained from the multiple intelligences survey, the test and the final survey. A relationship between the last two is undeniable and it has to do with the correspondence between good performance results and good perceptions.

For a start, Multiple Intelligences survey was a useful tool on the data collection stage of the investigation because it provided researchers with the predominant multiple intelligences and so, the design of the unit could start. As a result, the activities were positively accepted by the students who participated and enjoyed the English class. In the case of the experimental group, the kinesthetic and interpersonal activities like the life size board game, role-play helped them to have a better comprehension, as they liked to move and share with others. Moreover, the same activities would probably not suit the case of the control group, as they were identified to have intrapersonal and visuals predominant intelligences.

In terms of test results, there is a contrast of grades obtained between the experimental group and the control group: the experimental group formed by 42 students, got less failing results and a small percentage of the class who did not pass the exam. On the other hand, in the control group with a total of 40 students nearly half of the class got a failing grade in the test. This could mean, that students from the experimental group got less failing grades due to the fact that the implemented unit encouraged them considering their needs by carrying out the activities according to their particularities.

As we could see, both groups' predominant multiple intelligences did not appear to be the same. This might have to do with the critical period hypothesis in terms of individual development meaning that even though age is a common shared fact, their abilities and multiple intelligences might differ from one to another.

Chapter 5: Conclusions

Having carried out this research, some general conclusions along with the answers to the objectives, hypothesis and the research question will be presented in this chapter. Additionally, study limitations will be pointed out as well as some recommendations for further research.

5.1 General Conclusions

This investigation described the effects of teaching English amongst 7th graders according to their predominant multiple intelligences which led to provide an strategy for teachers to consider students' multiple intelligences to obtain better results and have overall positive opinions regarding to the class.

Firstly, researchers consider this study to be relevant because it shows the way students respond to being taught English according to their multiple intelligences and how they perceived the lessons. Secondly, this investigation claims that it is important to acknowledge students' abilities in the teaching process as part of teachers' assumptions before planning the lessons. As a result, the contribution of this study is directed towards teachers who are prone to take into account students' needs and encourage their abilities considering this as an essential task of the profession.

5.2 Answer to the objectives:

The objectives of this research emerged from the general concern of the researchers about students' strengths and abilities in the EFL classroom. Thus, the researchers decided to test 7th grade students' Multiple Intelligences through a survey to in order to get an approach to the best way to teach them.

As mentioned in chapter 1, the general objective of this investigation is "To describe the effects of being taught English according to their prevailing Multiple Intelligences amongst 7th grade students." Which was achieved because the instruments used along the investigation were suitable to collect and analyze data that led to a thorough description of the effects.

Secondly and regarding to the first specific objective, which is: “To identify predominant multiple intelligences of seventh grade students from Salesianos Alameda School”. In order to accomplish this specific objective, researchers adapted, validated and asked 7th grade students to answer a multiple intelligences survey. After collating the results, two predominant multiple intelligences were identified.

The second objective: “To elaborate a teaching unit based on students’ Multiple Intelligences” was successfully achieved by designing the teaching unit based on a literature review of activities and material pertinent to the two prevailing multiple intelligences. The unit responded to the previously identified MI.

A third objective: “To implement a teaching unit based on students’ prevailing Multiple Intelligences” was possible to attain through the school openness to allow this intervention to be implemented and the students’ disposition to participate.

In conclusion, all the objectives were successfully accomplished due to the fact that the appropriate identification of the required needs along with the implementation changed the reality of the students by showing them a new way of learning according to their predominant intelligences.

5.3 Answer to the hypothesis

For the purpose of this investigation, learning results are expressed by grades and students’ perceptions. Hence, the hypothesis: “Seventh grade students taught English according to their predominant MI have better learning results”. After the implemented project through the quasi experiment, researchers proved successfully that by testing students prevailing strengths present in their multiple intelligences before designing a unit plan, students get higher grades.

From the researchers' point of view, the fact that the previous statement is presented as a hypothesis means that it could or could not be proven after the stages of work of this investigation. Nevertheless, supported by the theoretical framework, the validity of the hypothesis is evident in the data analysis considering the attainment of higher grades and good perceptions expressed by the students.

5.4 Answer to the research question

Firstly, the research question proposed by the researchers' states as follows: "Will knowing students' prevailing multiple intelligences beforehand make a difference in their learning outcome?"

From the obtained results, an answer to the previous question deals with the fact that knowing the students' prevailing multiple intelligences did make a difference in their learning outcome, the difference was an improvement that can be seen on the higher grades they obtained, even though the evaluating tool was not linked to the way the content was reviewed.

This study found that applying multiple intelligences into the classroom and planning according to the students' predominant multiple intelligences was beneficial. As it was previously mentioned in the theoretical framework, there are specific activities that suit the learners' multiple intelligences. Researchers were able to put into practice activities corresponding to the students' prevailing multiple intelligences, which in this research were Bodily Kinesthetic and Interpersonal, considering these intelligences and examples of activities mentioned in the theoretical framework, researchers were effective at the moment of creating material and incorporating it to the classroom.

5.5 Study Limitations

In this study several limitations pop up through time. At first, variables that researchers wanted to extrapolate from the research were many to carry out the investigation. Mixed schools, Critical

Period Hypothesis, Multiple intelligences and Methodology, which could have been interesting to connect with this research but unfortunately time was limited. So, the project focused just on multiple intelligences and Critical Period Hypothesis in an only Boys school as the principal variable. And yet, it was difficult to achieve all the project's objectives in such little time.

From the researchers' consideration, the fact that the project took place in a Boys only school could be a disadvantage when apply in a mixed school, because the gender's predominant intelligence can vary.

During the second stage of the intervention, the test which was going to evaluate the students was planned by the researchers in a more engaging, participative form of evaluation through an oral representation of different situations. Although, the test had to be the usual, standardized for the experimental group, as the school required it to be that way. Nevertheless, the situation shows that also the implemented project works in terms of taking the same test as the control group and yet, have higher grades and most importantly, expressing positive approving perceptions after taking the test.

The last but not least limitation to be mentioned is that the multiple intelligences theory could be criticized to be out of date nowadays. This means entire project could be considered as neither relevant nor pertinent. Nevertheless, the veracity of the Multiple Intelligences theory has been proven in this study by the data collection and analysis. Hence, researchers esteem the investigation to be solid and valid.

Researchers express that it would have been helpful to take in consideration the control group's perceptions as well as the experimental group as it would have shown a more highlighted contrast

between them.

5.6 Further Research

This research, being a quasi-experiment with both qualitative and quantitative methods, raises opportunities for future research. In fact, it would be of great value for the field of education and more specifically of TEFL to examine further this research's findings. First, while it has been proven throughout this investigation that teaching considering prevailing Multiple Intelligences is possible to achieve, even the slightest change on one of the variables could lead to new findings. This research could thus be extended in terms of age, gender and socio-economical context, just to name a few. For instance, our teaching unit was designed considering two prevailing MIs and students from the experimental group did get higher grades and more positive perceptions. It would be interesting to delve into the outcomes of a coeducational school.

Secondly, this study offered the opportunity to make valid, to some extent, the Multiple Intelligences theory applied to the TEFL classroom in the intervention. In order to illustrate the previous assumption, on the theoretical framework it is stated that the concept of intelligence should not be measured only through standardized tests. One could wonder about the implications of not only designing the teaching unit considering student's MIs but also evaluating students' learning process considering their abilities.

The research could be extended in terms of the sample size and the comparative approach. Concretely, this investigation has hypothesized in relation to a control group. Further research could dwell on a bigger sample comparing data from the same experimental group from a contextual perspective, and work with data from their grades and even perceptions before and after the implemented project. This would provide valuable information, even from a perspective we did not consider regarding students' perspectives when taught without considering their abilities and

strengths, which would be fascinating to further study. Finally, the researchers' intention is to motivate and invite colleagues and future teachers, to be on a constant search for the best way of teaching, because even if it sounds like an impossible achievement it does not mean that it should not be the ultimate goal. The aim during the implementation of the lessons was to place teachers as facilitators in the classroom and empower students to take charge of their own learning process. The idea behind this research started from a generalized concern of inclusion on the educational context, which developed into this research taking into account students strengths and abilities, as well as valuing students' wonderful diversities.

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Appendixes

Appendix 1: Multiple Intelligences Survey

Appendix 2: Teaching Unit Planning

Appendix 3: Written Test

Appendix 4: Perceptions Survey

Conociendo tu encuesta:

Dobla el papel en la línea vertical de tal forma que las ocho columnas que están a la derecha queden dobladas hacia atrás. Luego lee cada oración que se encuentra abajo. Califica cada oración de 0 a 5 de acuerdo a que tanto te representa la descripción (0= Para Nada a 5= Muy cierto) Luego desdobra el papel y transfiere cada número al recuerdo marcado en negro en la misma fila.

¿Cuál de la siguientes frases es cierta acerca de ti? 0-5

		Naturalista	Lógico-Matemático	Lingüístico-Verbal	Rítmico-Musical	Visual-Espacial	Kinestésico-Corporal	Interpersonal	Intrapersonal
Disfruto cantando									
Me encantan las sopas de letra y crucigramas									
Me gusta pasar tiempo solo/a									
Los mapas conceptuales me ayudan a aprender									
Aprendo mejor cuando puedo discutirlo con alguien									
Disfruto del arte, la fotografía y las manualidades									
Escucho música en mi tiempo libre									
Me relaciono bien con distintos tipos de personas									
Frecuentemente pienso en mis metas y mi futuro									
Disfruto estudiar acerca de la naturaleza									
Disfruto cuidar mascotas y animales									
Disfruto actividades con actuación y movimiento									
Las tareas de escritura son fáciles para mí									
Puedo aprender matemáticas con facilidad									
Toco o me gustaría tocar un instrumento musical									
Soy bueno/a en actividades deportivas o baile									
Me gusta jugar juegos de números y lógica									
Aprendo de mejor manera participando activamente									
Me encanta pintar o dibujar en el computador									
Ayudo a las personas aunque no me lo pidan									
Me gusta estar al aire libre en todo tipo de clima									
Disfruto el desafío de un problema de matemáticas									
Es importante tener un momento tranquilo para pensar									
Leo por placer todos los días									
Totales									

Unit Lesson Plan

Subject: Ingles

Dates: from October 13 to October 30

Unit Name: My favourites.

Summary of Unit: In this unit the students will understand identify the use of question words, the difference between object pronouns and possessives adjectives. As well as recognize the difference between **this** and **that** as demonstratives along with some adjectives contained in New headway beginner Student's book (2011) , which is used in the school.

Standards: [based on *new headway beginner Student's book (2011)*]

**Knowledge: Correct usage of WH-question words in context.*

Recognize and distinguish between object pronouns and subject pronouns

Identify the difference between "this" nad "that"

Vocabulary and Grammar:

Question words: what- where- why- when- how many- who- how.

Object pronoun: me- you- us- them- him- her- it.

Possessives adjectives: my- your- our- their- his- her- its.

Demonstratives singular: this and that.

Adjectives: delicious- nice- lovely- happy- interesting- beautiful- terrible- awful- new- old- expensive- cheap- big- small- hot- cold- right- wrong- black- white.

*grammar: Verb to be, affirmative and question form

Present Simple, affirmative and question form.

Objectives/Can do Statements:

Students will be able to:

- Create questions with WH-questions
- Identify difference between object pronoun and subject pronoun
- Understanding the usage of this and that to create a dialogue
- Describing objects using adjectives
- Writing a postcard summarizing the contents.

Materials: flashcards, exit tickets

Resources: notebook, book, marker, board,

Lesson	Time	Assignment and activities
1. Using WH-words to get general information.	45 min	Students play the WH-question game.
2. Identifying the correct word in the Life-size game.	45 min	Students play the Life-Size Board game.
3. Shopping in the market	60 min	Students create a role play using the vocabulary given.
4. Compare your opinions using adjectives	30 min	Students use the correct adjective to describe things.
5. Using adjectives to describe your holidays.	90 min	Students write a postcard using the given prompts.
6. Final written test of the unit	90 min	Students take the test of the unit.

Evaluation:

- Exit ticket: In order to assess students' progress, exit tickets are short written non graded evaluations taken after each lesson.
- Written test: questions related to the contents and vocabulary expressed above.

Notes:

This syllabus program can be modified according to the teacher's needs.

English Test
Unit 7: "My favourites"

Name: _____ Date: _____

Grade: 7th _____ Score: ____ / ____

I. Match a question word from column A with an answer from column B.

- | A | B |
|-------------|------------------------|
| 1. What | ___ Because I like it. |
| 2. When | ___ By bus |
| 3. Who | ___ In the city |
| 4. Where | ___ \$50 |
| 5. How | ___ It's a cake |
| 6. How much | ___ Yesterday |
| 7. Why | ___ My mom |

II. Choose question from the box to complete the interview. Write them on the lines above each answer.

~~What are your favourite films?~~
Why do you live in Canada?
Who do you live with?
Where do you live?
How much money do you have?
When did you get married?
How is your relationship?

What are your favourite films?

My favourite films are Titanic and Finding Nemo

1. _____ ?

I live in Toronto, Canada

2. _____ ?

Because all my family is lives in Canada, and I love spending time with them.

3. _____ ?

With my wife, my two kids and my Dog, Peter.

4. _____ ?

On November, 8th 1980

5. _____ ?

Our relationship is great. We laugh together all the time.

6.- _____ ?

I don't like to talk about money, but we have a great life.

III. Pronouns and Possessives.

Complete the chart with the correct object pronoun and possessive adjective.

Subject pronoun	Object pronoun	Possessive adjective
I	me	
You	you	your
He		
She	her	
It		its
We		
They		their

IV. Chose the correct answer.

1. James, do you like ____?
a) Our b) My c) Me
2. Karen! Look at _____ ! He is on the table!
a)You b)Him c)Their
3. Our mom gives _____ a lot of kisses.
a)His b) We c) Us
4. What is _____ phone number?
a)Your b) My c) Them
5. _____ son it's a teacher.
a)She b) His c) He
6. The cat eats _____ food very fast.
a)Her b) Its c) Him

V. Complete the sentences using an adjective from the box.

Delicious - Nice - Lovely - Interesting - Beautiful - Terrible - Awful

1. This soup is cold! I don't like it. It's _____
2. Brazil is a _____ country.
3. I think books a very _____
4. Wow! This hamburger it's _____! I want one more!
5. Your sister is so _____ I really like her
6. What a _____ house!
7. Ugh! This wine is _____

V. - Write the opposite adjectives from the box in the chart.

New- ~~Small~~ - White - Expensive - Cold - Old - Black - Cheap - Hot - ~~Big~~

Small	Big

Encuesta de Percepción.

En esta encuesta se analizarán las percepciones de los niños acerca de las clases realizadas de la Unidad My Favorites.

1. Las clases de inglés de la unidad My Favorites me parecieron distintas a lo que estaba acostumbrado.

Mucho Poco Nada

2. Las clases de inglés de la unidad My Favorites me parecieron entretenidas.

Mucho Poco Nada

3. Me gustó participar en las clases de inglés de la unidad My Favorites.

Mucho Poco Nada

4. Me gustó trabajar en grupo durante la duración de la unidad My Favorites.

Mucho Poco Nada

5. Las actividades propuestas por la profesora de inglés en la unidad My Favorites ayudaron a que comprendiera mejor lo estudiado.

Mucho Poco Nada

6. El material utilizado por la profesora en la unidad My Favorites fue variado y original.

Mucho Poco Nada

7. Me divertí durante las clases de la unidad My Favorites.

Mucho Poco Nada

8. Siento que el orden de las clases de la unidad My Favorites ayudó a que fuese más fácil comprender la materia.

Mucho Poco Nada

9. Siento que gracias a las clases de la unidad My Favourites me fue más fácil comprender inglés. Si tu respuesta es sí, argumenta en 2 líneas por qué.

10. Si las clases fueran siempre como las de la unidad My Favourites, me sentiría más motivado en general para aprender inglés. Si tu respuesta es sí, argumenta en 2 líneas por qué.
