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Education and Languages Faculty

English Department

Teaching strategies addressing multiple intelligences to improve students´ English language skills in 7h grade at Reino de España school during the second academic semester 2021.

In Fulfillment of Requirements for Bachelor's Degree in Educational Sciences with Mention in English.

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Abstract

The research study conducted at Reino de España School during the second academic semester of 2021 highlights the pressing need for enhanced English language skills among 7th-grade students, considering the growing importance of English proficiency in professional fields. To address this need, the study focuses on implementing effective teaching strategies based on Howard Gardner's theory of multiple intelligences, as proposed by Smith and Johnson (1998) and Gardner (1983).

Gardner's theory introduces a comprehensive understanding of intelligence, the study takes a deliberate approach, recognizing the diversity of students' strengths and preferences. By consistently applying the multiple intelligences model in English language teaching, educators can create a more engaging and equitable learning environment. This approach not only addresses the demands for improved language skills but also students for a dynamic global landscape. The research study advocates for the continued integration of these strategies, promoting a holistic and inclusive approach education.

GRADUATION SEMINAR. TUTOR'S REPORT

Dr. Alber Francisco Sánchez Alvarado, Professor of the Department of English at the National Autonomous University of Nicaragua, UNAN-Managua,

HEREBY STATES:

That the Seminar's work of research nature entitled: "*Teaching strategies addressing multiple intelligences to improve students ́English language skills in 7h grade at Reino de España school during the second academic semester 2021.*", whose author/s are Dixon Antonio Urbina Cano, Elmer Manuel Pavón Jiménez, Eveling Francela Rojas Cerda**,** has been carried out under the guidance and direction of the undersigned, within the framework of the English Department Teaching-training program.

That this Research Work, taking into account its scientific quality and its adequacy to the academic standards that regulate this Program, meets all the necessary requirements to be presented and defended before the Tribunal designated for this purpose.

In Managua, Nicaragua, on the 2ⁿᵈ day of December 2023.

Signed by: Dr. Alber Francisco Sánchez Alvarado

Content

I.   INTRODUCTION

In current times, education professionals are in high demand due to the increasing importance of developing English language skills among students. It is widely recognized that proficiency in English is essential for many professional roles today. Therefore, the aim of this research study conducted during the second academic semester of 2021 at Reino de España School, is to provide effective strategies based on the theory of multiple intelligences to enhance English language teaching and development for 7th-grade students. The goal is to equip students with the necessary language skills to thrive in an increasingly interconnected world and to meet the growing demand for English proficiency in various professional fields.

The general objective of this study is to analyze the use of multiple intelligence strategies in classrooms. This will involve researching and reviewing existing studies, books, articles, and educational resources that discuss various strategies related to multiple intelligences. To achieve this goal, several specific objectives have been outlined. These include identifying, comparing, and determining suitable strategies of multiple intelligences that teachers can utilize to enhance the teaching of language skills to their students. This study aims to provide a comprehensive analysis of the implementation of multiple intelligence strategies in classrooms, offering valuable insights for educators, researchers, and educational stakeholders.

This research study is centered around the theory of multiple intelligences, a framework proposed by Howard Gardner's serves as a fundamental framework for analysis and adaptation within the classroom setting. Gardner's theory categorizes intelligence into eight types: interpersonal, intrapersonal, linguistic, kinesthetic, mathematical, natural, musical, and spatial. By incorporating this theory, the research seeks to create a balanced approach to teaching strategies, recognizing that each student may excel in different types of intelligences. These intelligences play a crucial role in how students learn and acquire language skills.

To conduct this study, various investigative instruments were applied to assess the diverse range of multiple intelligences possessed by 7th-grade students at Reino de España School.

These results serve as the foundation for proposing and implementing tailored multiple intelligence strategies that enhance the teaching of the English language within the classroom. Recognizing that every student learns differently, it is imperative for teachers to develop their skills and adapt their teaching methods accordingly to ensure the effective inclusion of all students in the language acquisition process.

This research study addresses the pressing need for improved English language skills among students by leveraging the theory of multiple intelligences to provide targeted teaching strategies. It recognizes the individuality of each student's learning style and aims to create a more inclusive and effective learning environment for 7th-grade students at Reino de España School during the second academic semester of 2021.

II. RATIONALE

This research describes why the lack of implementation by teachers of multiple intelligences towards students of the 7 grade at Reino de España public school in the municipality of Tipitapa affects on improving their English language skills. Then the objective of the research is to identify some strategies of multiple intelligences that the teachers of the school can implement in their students. Teaching is one of the most difficult things to do because it is all about dealing with human minds. Human minds receive information in different ways according to different backgrounds and experiences. From here comes the importance of studying the different types of intelligences through which a human being receives, decodes, understands, applies, and analyzes information in the classroom. In order to be successful in teaching, a teacher has to improve their abilities to address all students' thinking as differently as they can.

The usage of the theory of multiple intelligences in the classroom can greatly benefit teachers in tailoring their instructional approaches to meet the diverse needs of their students. By recognizing that students possess different types of intelligences, such as linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic, educators can design a more inclusive and effective learning environment. This approach allows teachers to tap into each student's unique strengths and preferences, ensuring a more engaging and personalized educational experience. The theory of multiple intelligences encourages educators to leverage a wide range of teaching strategies and tools to accommodate various learning styles. Whether it's incorporating visual aids, hands-on activities, group discussions, or technology-assisted learning, teachers can adapt their methods to better suit their students. This flexibility not only enhances the quality of lesson planning but also fosters a more vibrant and dynamic English language learning process within the classroom. Ultimately, by embracing this holistic perspective on intelligence, educators can

empower their students to reach their full potential and achieve proficiency in the English language.

This research work holds significant potential for high school teachers aiming to enhance their language teaching skills. It emphasizes the importance of utilizing the latest and most effective strategies available in the field of language education. By incorporating multiple intelligence strategies into their teaching methods, educators can bring about noticeable improvements in their students' language proficiency. These innovative approaches not only address the issue of knowledge gaps but also help foster a sense of trust and confidence within their classroom groups. In essence, this research serves as a valuable resource for educators seeking to create a more engaging and effective learning environment for their students.

III. PROBLEM STATEMENT

The main problem outlined in this document is that high school teachers do not regularly apply the multiple intelligences model to assist students in harnessing their various intellectual capacities. Currently, in conventional classrooms, teachers tend to adhere to a rigid teaching approach, such as pointing at the whiteboard or simply reciting content from a textbook. This situation gives rise to two significant issues within the realm of education. One of these pertains to the students, who often fail to engage actively in the class, instead resorting to distractions like chatting with their peers, using their cell phones, or even dozing off during lessons. The other predicament relates to the teachers themselves, as their teaching methods become monotonous and lack any form of motivation or innovation on a day-to-day basis. Consequently, teachers struggle to establish meaningful connections with their students and fail to discern their individual learning needs.

The issue highlighted by this mixed study is that secondary school teachers do not consistently implement the multiple intelligences model. This model should be consistently utilized, as it is a skill that students need to enhance. Without regular incorporation by teachers, it becomes nearly impossible for students to improve their communication skills or to delve into topics of personal interest. Moreover, the multiple intelligences model can foster a more inclusive and diverse learning environment, accommodating varying learning styles and abilities, which is crucial for a comprehensive and equitable education system. Therefore, it is imperative for educators to recognize the importance of embracing this approach in their teaching methods to better serve their students and prepare them for success in an increasingly diverse and dynamic world.

IV.   RESEARCH QUESTIONS

4.1.   Main Research Question

a) How can the use of multiple intelligence in 7th-grade classrooms of Reino de España school during the second academic semester of 2021 improve students' English language teaching skills?

4.2.   Specific Research Question

a) How can students' multiple intelligences be identified to enhance their acquisitions of the English language in the classroom?

b) How teaching strategies addressing multiple intelligence impact English language learning?

c) What are some of the multiple strategies that a teacher can implement in the English language classroom?

V.   OBJECTIVES

5.1.   General Objective

- To Analyze the use of multiple intelligences in classrooms that improve English language learning skills in students of 7h grade at Reino de España school during the second academic semester 2021.

5.2.   Specific Objectives

- To identify students' multiple intelligences to improve their English language acquisition through survey in the classroom.

- To Relate the learning strategies used by the teacher in the classroom with the multiple intelligences through observation and interview to facilitate find out new strategies will achieve better acquisition of knowledge by the students.

- To determine strategies of multiple intelligences appropriate that teachers can implement to improve the language skills teaching in students through a classroom experimentation.

VI. THEORETICAL FRAMEWORK

6.1. Teaching Strategies

Teaching strategies encompass a wide array of methodologies and approaches employed by educators to facilitate effective learning experiences. As posted by Smith and Johnson (1998), these strategies are designed to engage students actively, enhance comprehension, and promote skill development. They encompass various techniques, including cooperative learning, formative assessment, and technology integration. Cooperative learning, as described by these authors, involves collaborative efforts among students to achieve shared educational goals, fostering peer interaction and diverse perspectives encourages structuring classes into groups to foster communication and working together in smaller units. Instructors can strategically form groups around students with varying skill levels and learning styles to promote collaboration, communication, and social skills. Formative assessment, as recommended by Black and William (2009), refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques. Formative assessment serves as an ongoing feedback mechanism that allows educators to gauge student understanding, adapt instructional approaches, and provide timely feedback to guide learning.

6.2. Multiple Intelligence

In exploring the multifaceted nature of intelligence, Gardner (1983) offers a groundbreaking definition. He asserts, "intelligence is defined as an ability to solve a problem or manufacture a product valued by less in a cultural context". This definition expands the conventional understanding of intelligence, which typically revolves around linguistic and logical-mathematical abilities, to encompass a broader spectrum of intelligence. These additional intelligences encompass spatial acumen, musical aptitude, physical-kinesthetic prowess, naturalistic

inclinations, interpersonal skills, and intrapersonal insights. This innovative perspective on human intelligence carries significant ramifications, particularly for educators. Their role must include the identification and nurturing of the diverse talents that every student brings into the learning environment.

Gardner (1983) explains the different types of intelligences that predominate in human beings and how they involve distinct ways of knowing, understanding, and learning. According to Gardner's theory of multiple intelligences, he presents an alternative definition of intelligence based on a fundamentally different view of the mind. He proposes a pluralistic perspective on the mind, acknowledging numerous separate facets of cognition and recognizing that individuals possess varying cognitive strengths and contrasting cognitive styles. This perspective posits that a finite set of mental processes gives rise to a wide range of intelligent human activities (Christison, 1998). This theory differentiates eight intelligences that includes Linguistic intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, naturalist intelligence (Herdon, 2019).

6.3. Linguistic Intelligence

Linguistic intelligence is part of Howard Gardner's Multiple Intelligence Theory that deals with the ability to learn languages and the ability to use language to achieve goals (Gardner, 1983). The verbal-linguistic intelligence includes the abilities to manage the spoken and written language, to use words effectively in order to reach a certain purpose. This includes the mastery of vocabulary, syntax, grammar, and rhetoric. Individuals with high linguistic intelligence can articulate their thoughts and ideas eloquently, persuasively, and precisely. They have a knack for crafting compelling narratives, persuasive arguments, and engaging communication.

6.3.1. Strategies Based on Linguistic Intelligence

For students and groups with high linguistic intelligence, UoPeople (2021) suggests employing the following strategies:

- Use creative writing activities such as poetry or script writing

- Writing exercises that have students building stories from visual stimulation can be fun and engaging. Old photographs and postcards can provide a powerful visual reference for the imagination. They contain stories we've never heard but which were once very real to someone.

- Set up class debates

Some activities that implements these strategies could be:

6.3.1.1. **The Panel.** Choose two students, those interested in a particular topic or who have strong views in a certain area and ask them to take a seat at the top of the room. They each give their opinion on the topic but the key here is that the rest of the students in the class ask questions, challenge them on their views and present alternative viewpoints to them.

This can create a very healthy discussion. Ensure students are using the lesson's lexical items, such as 'Can you expand on your point of view in relation to….' or 'Can you help us understand why you would state that…' depending on level.

6.3.1.2. **Devil's Advocates.** Divide your class into three groups: 1) Agree 2) Disagree 3) Devil's Advocates. Write a debate topic on the board and assign a point of view to groups 1 and 2. (They should put their own views to one side for this task). Group 3 are the Devil's Advocates and so it's their job to provoke discussion, encourage various points of views and ensure the debate continues. Give a speaker from each group 2 minutes to speak before rotating so that all students in each group are participating.

6.3.1.3. **Pick a Corner.** Put a poster in each corner of your room (Strongly agree, agree, disagree, strongly disagree). Now, give your students the debate topic, such as 'Bullying should be a criminal offence'. Now, give students 10 seconds to move to the corner of the room that reflects their opinion.

Hopefully you have a good spread of opinions so that you can now group two students who agree and two students who don't agree together to debate in small groups. Afterwards, you

can open this up to the whole class again. Once students have formulated their thoughts in their small groups, they will be more confident in front of the class.

6.4. Logical - Mathematical Intelligence

Logical-mathematical intelligence consists mainly in the capacity to analyze problems logically, carry out mathematical operations and investigate issues scientifically. In Gardner's (1983) words it entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking and scientists, engineers, computer experts, researchers and bankers are good examples of logical mathematical intelligence. In summary, logical-mathematical intelligence extends beyond abstract reasoning and finds practical application across diverse professions, driving advancements in science, technology, and finance. It underscores the significance of analytical thinking and problem-solving in contemporary society.

6.4.1. Strategies based on Logical – Mathematical intelligence

For students and groups with high logical-mathematical intelligence, UoPeople (2021) suggests employing the following strategies:

6.4.1.1.   Provide Opportunities for Problem Solving. A specific example of this technique is us activity that student take time to resolve problem and formulate response the next activity with be useful:

- *Use Manipulatives.* Manipulatives are important tools that make math content comprehensible. They give students ways to construct physical models of abstract mathematical ideas; they build students' confidence by giving them a way to test and confirm their reasoning; they are useful for solving problems; and they make learning math interesting and enjoyable.

- *Use Pattern or logic games*. Pattern and logic games can be valuable tools for enhancing students' cognitive skills and critical thinking abilities in the classroom. Here's an example of how these games can be used effectively:

- o **Pattern Sequencing.** Begin with simple pattern sequences, such as number sequences (e.g., 2, 4, 6, _). Ask students to identify the pattern and fill in the missing elements. Gradually increase the complexity of the sequences as students become more proficient.

- o **Visual Patterns.** Use visual patterns, like geometric shapes or colors. Display a sequence of shapes or colors on the board, and students must decipher the pattern and predict the next element.

- o **Logic Puzzles.** Introduce logic puzzles that require deductive reasoning. For example, present a grid with clues and ask students to deduce the correct arrangement of objects based on the given information (e.g., Who owns the red house?).

6.4.1.2.   Organize new Information in an Outline Format.

Take in mind the next activities:

- **Create Vocabulary Banks:** Charts that contain key math vocabulary words and phrases are helpful references for ELLs when discussing or writing about their math thinking, especially if the words are accompanied by illustrations.

- **Use Sentence Frames:** Math sentence frames serve a variety of purposes. They provide the support English language learners need in order to fully participate in math discussions; they contextualize and bring meaning to vocabulary; they provide a structure for practicing and extending English language skills; and they help students use the vocabulary they learn in grammatically correct and complete sentences. After sufficient practice with using the frames to express their mathematical thinking, students will be ready to use the frames for writing.

6.5. Spatial Intelligence

Visual-spatial intelligence is the ability people have to perceive the elements (form, shape, line, space, color) necessary to create a mental image of something. Mental images are present in thought and have a strong influence on reasoning (Arnold, 1999). Gardner defined spatial intelligence as the ability to recognize both large and small visual patterns. He suggested that navigators and pilots would possess high levels of spatial intelligence, as would sculptors, surgeons, chess players, and architects. Carroll (1993) noted that visualization tasks generally form a first-stratum factor, and one that tends to be highly loaded. Spatial scanning is the ability to scan a field quickly, to follow a path visually, and to reject false leads.

6.5.1. Strategies based on Visual-Spatial Intelligence

For students and groups with high visual-spatial intelligence, UoPeople (2021) suggests employing the following strategies:

6.5.1.1. **Use Mind Mapping.** A Mind Map is an easy way to brainstorm thoughts organically without worrying about order and structure. It allows you to visually structure your ideas to help with analysis and recall (MindMapping.com, 2021).

- **Brainstorm:** Get creative juices flowing with mind mapping. Mind maps are a great brainstorming tool and can help students let their thoughts flow freely while making important connections between ideas and concepts.

- **Take Notes:** Encourage students to engage in active thinking instead of transcription by using mind maps for note taking. Mind maps encourage students to focus on keywords and ideas instead of just writing down what the teacher says.

6.5.1.2. **Use Guided Visualizations or Verbal Images.** To provide practice developing students' mental images, the web page Rockets (2021) propose following the next few simple steps:

- Begin reading. Pause after a few sentences or paragraphs that contain good descriptive information.

- Share the image you've created in your mind, and talk about which words from the book helped you "draw" your picture. Your picture can relate to the setting, the characters, or the actions. By doing this, you are modeling the kind of picture making you want your child to do.

- Talk about how these pictures help you understand what's happening in the story.

- Continue reading. Pause again and share the new image you created. Then ask your child to share what he sees, hears, tastes, smells and feels. Ask what words helped him create the mental image and emotions. By doing this, you are providing your child with practice with this new skill.

- Are your images identical? Probably not! This is a great time to talk about why your images might be different. Perhaps your child went on a school field trip or had a school assembly that changed the way they created the picture in their mind. Perhaps experiences you've had as an adult influenced what you "drew." These differences are important to understand and respect.

- Read a longer portion of text and continue the sharing process.

- Once this is a familiar skill, encourage your child to use mental imagery when she is reading by herself. You can feel confident that these mental pictures will help your child understand the story in an important way.

6.6.   Interpersonal Intelligence

Understanding interpersonal intelligence, as described by Gardner (1983), people who are high in interpersonal intelligence understand the intentions, motivations, needs, and desires of others, and are capable of working effectively with them. Gardner stated that teachers, clinicians, salespeople, politicians, and religious leaders all use interpersonal intelligence. Gardner's interpersonal intelligence would seem to be related to the construct of emotional intelligence, which can be associated with intelligence or with personality depending on how it is measured.

For example, O'Conner and Little (2003) reported that an ability-based measure of emotional intelligence was correlated more strongly with cognitive ability than with personality. A self-report inventory of emotional intelligence, on the other hand, was correlated more strongly with personality than with cognitive ability.

6.6.1. *Strategies of Interpersonal Intelligence*

For students and groups with high Interpersonal Intelligence, The Bell Foundation (2021) suggests employing the following strategies:

6.6.1.1. **Teach Collaborative Skills.** Collaborative activities can be used for any age-range and in any subject at any stage of language development can take part, particularly if those who are New to English are grouped with supportive peers. Here are some examples:

Listening Triangles: learners work together in groups of three: a speaker, a questionnaire and a note-taker.

- The speaker explains the topic (or expresses their opinion on an issue) as directed by the teacher
- The questioner listens carefully and asks for clarification or further detail
- The note-taker observes this process and provides feedback to both speaker and questioner

6.6.1.2. **Think-Pair-Share:** Learners prepare a response to a text or prepare a piece of work and then explain their ideas to a partner. After the pairs have discussed the issue, they join with another pair, share views and emerge with a group conclusion or perspective.

6.6.1.3. **Drama and Role Play:** Drama and role play can be fun and used successfully in any area of the curriculum. Drama is a very valuable tool for exploring issues, making learning memorable, encouraging co-operation and empathy. The use of drama and role play can create an opportunity for the learner to hear and rehearse language in a meaningful context, so as to be able to use it confidently in speech or writing.

6.7.   Intrapersonal Intelligence

Intrapersonal intelligence is a critical aspect of personal growth and self-actualization, which is central to an individual's well-being and success. According to Goleman (1995), emotional intelligence, a concept closely related to intrapersonal intelligence, plays a significant role in various aspects of life, including personal relationships, mental health, and career success. Understanding one's own emotions and motivations can lead to better self-regulation and interpersonal effectiveness. Furthermore, educators should recognize the importance of intrapersonal intelligence in the classroom. By fostering an environment that encourages self-reflection and self-awareness, educators can help students develop this vital intelligence.

6.7.1. Strategies of Intrapersonal Intelligence

For students and groups with high Intrapersonal Intelligence, UoPeople (2021) suggests employing the following strategies:

      6.7.1.1.   Meditation exercises. Mindfulness (also known as mindfulness or mindfulness in the present) provides students with a series of benefits with which, in addition to removing the stress caused by day to day, it also teaches them to regulate their emotions, to be more resilient, to have more confidence in themselves and to have the ability to change the perspective of things. These are just some of the advantages that Eline Snel (2020), therapist and meditation teacher, considers essential to practice this discipline in the classroom.

   Eline Snel (2013) in his book proposes some very interesting activities that go according to Intrapersonal intelligence:

      6.7.1.2.   Meditate like a frog. Diving into the fascinating world of meditation for the students, Snel (2013) has an exercise for the little ones to start meditation as if they were frogs! Although this amphibian makes great leaps, she is also able to stay still for a long time, attentive to hunt and put something to eat in her mouth. Well, the little ones just have to imitate how frogs breathe in and out (by inflating and deflating their belly). Sitting like a frog, students just have to watch their abdomen fill with air and nothing else.

6.7.1.3. **The Sound of Silence.** In the quest for innovative methods to enhance concentration and attention in the classroom FuentU (2021) mentions the sound of a silent teaching method. It consists of actively listening to the sound of an instrument that has a great vibration (Tibetan bowl, rattles, bell ...) until it stops ringing and then silence. Accompanied by the family or the teachers, it is at that moment when the students, aware of the silence that floods the classroom or the house, must raise their hands. Thus, students focus their attention on a single sound, being able to really hear the silence that surrounds them. This activity is useful for encouraging students' concentration and improving attention in the present moment.

6.8. Naturalistic Intelligence

Naturalistic intelligence, as conceptualized by Howard Gardner (1983), pertains to an individual's capacity to differentiate and categorize the various living organisms that inhabit the natural world. Those possessing a strong naturalistic intelligence exhibit a heightened ability to readily identify and comprehend the intricacies of ecological systems. This intelligence empowers individuals to not only recognize the elements of their environment but also to discriminate, classify, and utilize them effectively. People with pronounced naturalistic intelligence often manifest behaviors such as keen observation, systematic experimentation, thoughtful reflection, and inquisitive questioning. For instance, professionals like doctors, veterinarians, and zoologists exemplify the utilization of naturalistic intelligence in their daily work.

6.8.1. Strategies based on Naturalistic Intelligence

● Use flashcard with activities about plant or animals

Flash-cards are a useful technique to teach vocabulary. For example, teachers can use this activity to teach vocabulary about animals. Firstly, teachers provide students with different animal cards, however, students can make their own cards if they are old enough. After that, teachers can ask students to sort out the cards in groups, so that students can categorize animals according to their species (mammal, reptile, etc). Another way to use animal cards is to create a food chain. It can be very simple: put some animal cards on a board, and then

draw the arrows that show the relationships of the animals. It can also be creative, like using ropes instead of lines to indicate the eater-eaten interactions (Repository WIMA, 2014).

- Constant Time Delay (CTD)

  Constant Time Delay is a strategy that uses teacher prompts to promote the accuracy of student responses. It is based on a stimulus-response cycle during which the teacher provides the stimulus and, ideally, the student provides an accurate response. However, when a student does not respond or does not respond accurately, the teacher uses a prompt to guide them (Logsdon, 2020). CTD can be used easily with flashcard to teach any subject in other way utilizer animal flashcard with CTD results in a greater acquisition of knowledge.

6.9. Bodily-kinesthetic Intelligence

Bodily-kinesthetic intelligence, as delineated in Howard Gardner's (1983) Multiple Intelligence Theory, manifests through an individual's aptitude for executing harmonious and coordinated bodily movements. This form of intelligence encompasses the skill of employing the body as a means of conveying emotions, thoughts, and ideas, where physicality becomes a vehicle for self-expression. Those endowed with a strong bodily-kinesthetic intelligence showcase the remarkable ability to utilize their hands with precision, thereby transforming various elements with dexterity and finesse. This multifaceted intelligence is vividly demonstrated in the professions of dancers, actors, athletes, osteopaths, craftspeople, chefs, and surgeons.

6.9.1. Strategies Based on Bodily-Kinesthetic Intelligence

For students and groups with high Bodily-Kinesthetic Intelligence, the Teach Hub web page (2021) suggests employing the following strategies:

    6.9.1.1.   Allow for Physical Exercise, Dance, or Martial Arts. Getting active in the classroom will help students improve their health, their focus, and ultimately their academic performance, take in mind the next fitness activities in classroom

Classroom Warm-ups & Fitness Breaks: Establish a routine between activities in which you do something physical. Whether it's a quick classroom stretch, walking around the room, or even a

few jumping jacks, this can be a great way to start the class off right or pump some energy into dozing students.

Smart Board Fitness Games: The Smart Board is a great resource for integrating physical activity into your learning. On the most basic level, Smart Boards can get students up, walking to the board, and stretching as they move elements around the board.

6.9.1.2. **Acting Out Scientific Concepts.** It's time to convert potential energy into kinetic energy with big movement in your science classrooms. There is endless potential to have students demonstrate scientific concepts or vocabulary through movement.

For example, have students:

- Act as electrons doing different kinds of bonding or breaking off as chemical reactions take place
- Imitate animals within different species as they identify the species, class, etc.
- Play science charades with your latest vocabulary terms (tons of possibilities for animals, plants, weather, etc.)

6.10. Musical intelligence

Musical intelligence, a key facet of Howard Gardner's (1983) Multiple Intelligence Theory, encompasses a diverse range of aptitudes related to the world of music. This form of intelligence is characterized by the capacity to not only play musical instruments but also to compose music and genuinely appreciate the complexities of the musical language. Those who excel in musical intelligence exhibit a keen awareness and proficiency in recognizing tonal and rhythmic patterns within the auditory landscape. Developing musical intelligence involves active engagement with various musical forms, genres, and techniques. It encourages a deeper understanding of the emotional and intellectual dimensions of music, facilitating the creation of rich and resonant musical experiences. Musical intelligence exemplifies the intricate relationship between human cognition and the profound language of music, underscoring the significance of nurturing this form of intelligence to its fullest expression.

6.10.1. Strategies based on Musical Intelligence

For students and groups with high musical Intelligence, UoPeople (2021) suggests employing the following strategies:

6.10.1.1.   Use Instruments and Instrument Sounds in Classroom. Take in mind the next activity to apply this strategy:

Follow the Rhythm: you will need several clips of sounds of different instruments, you can also play the instruments if you have it in the classroom. The objective of the game is to follow the rhythm of each sound made by an instrument. For this, you will need to set a movement that will belong to each sound. Then, as you play the instruments, the players will change their movements according to what they hear. The player that gets fewer mistakes will be the winner of the game. Besides being really fun, this game is perfect to boost children's motor skills and will come in handy when learning the names of the musical instruments in English.

6.10.1.2.   Allow for Musical Composition and Performance. When looking at music activities for elementary students, you'll want to make sure you're using quality music material, engaging all learners, and making music learning effectively with elementary music lessons that are fun, meaningful, and challenging all at the same time. As example some music activities could be the next:

Movement to Music: Whether it's playing tactile singing games, folk dancing, or just exploring movement, add some movement using nothing but students and a music player.

A musical / fast-moving game that develops spatial intelligence involves playing a piece of classical music and giving students an indication of movement.

Rhythm and Melody Reading Practice: Learning to hear, read, and write rhythms and melodies may not seem like fun (because it's learning), but when you connect it to different songs or make music games out of it, it's a lot of fun. Make it a challenge to hear, read, or write the rhythms and melodies.

VII.   METHODOLOGICAL DESIGN

7.1.   Type of Research

This study is carried out in 2021, from August 14 to November 4. A mixed approach has been adopted, combining both quantitative and qualitative methods. The choice of a mixed approach is based on the methodology that consists of collecting, analyzing and presenting both quantitative and qualitative data in the same study, as proposed by Barrantes (2014). It is a mixed study because it seeks to take advantage of the advantages and strengths inherent to each approach (quantitative and qualitative), thus allowing a more complete and enriching understanding of the phenomenon under study. The quantitative method will provide numerical data for statistical analysis, while the qualitative method will allow the underlying perceptions, experiences and contexts to be explored, thus contributing to a holistic understanding of the research problem.

7.2.   Population

There was a finite population of 20 high school seventh grade students and one teacher in charge of the English class within the classroom.

7.3.   Sampling

Given that the population is not very extensive for the seventh grade of the Reino de España school, it was decided to take the entire population of 20 students so that the results are as accurate as possible.

7.4. Data Collection Tools

Data collection was a thorough process involving multiple techniques to ensure accuracy and depth. This included classroom observations to gather information about how teacher carries out all the different activities in order to develop multiple intelligences, a teacher interview to know what kind of activities teacher uses to promote multiple intelligences in the classroom, and a student survey to identify the most developed and least developed intelligences in each student, offering valuable insights from both perspectives. To add a practical dimension, warm-up activities an experiments that combine Multiple Intelligence strategies were applied, in there were used the strategies, showing vocabulary that have students Building histories from visual simulation, integration of music composition and performance, allow for physical exercise, dance or martial arts, the constant time delay, make questionnaires with contains logical answers. When determining these strategies for this experiments, we cover all the multiple strategies so that all students can obtain the knowledge that the teacher wants to transmit in an easier way by making use of each of the multiple intelligences that the student has. This multifaceted approach aimed to gather comprehensive and authentic information from teachers and students.

7.5. Validation of Instruments

The validation of the instruments was endorsed by the teacher Oscar Castillo from the English department of the UNAN Managua for the qualitative instruments it was recommended to use open questions in case of the interview, to carry out an observation instrument and to create an experiment in the classroom in order to verify that our objectives can be achieved, for the quantitative instrument of the survey it is recommended to use closed questions and according to the level of the students.

7.6. Research Matrix

Specific Objectives	Variables	Sub Variables	Indicators	Instruments
1) To identify students' multiple intelligences to improve their English language acquisition through survey in the classroom.	Multiple Intelligences	1) Interpersonal 2) Intrapersonal 3)Linguistic 4) Logic - Math 5) Bodily 6) Musical 7) Natural 8) Visual - Spatial	Description of intelligences	Class Observation Guide Students Survey
2) To compare the multiple intelligence strategies used by the teacher in the classroom at Reino de España public school through observation and interview	Strategies used by the teacher	1) Use of technology 2) Audios for listening and pronunciation 3) Presentation and descriptions of images	Description of Strategies applied by teacher	Teacher Interview

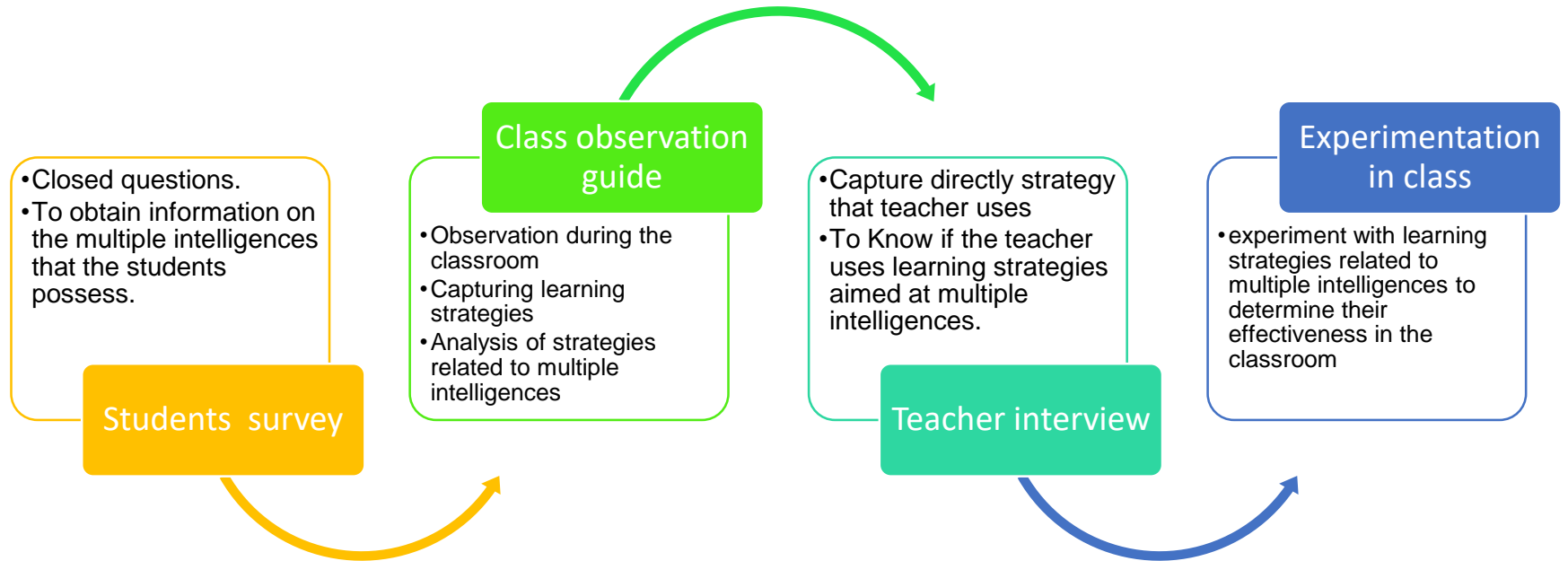| **3) To determine strategies of multiple intelligences appropriate that teachers can implement to improve the language skills teaching in students through a classroom experimentation** | Strategies to improve language skills teaching | 1) Showing vocabulary that have students building stories from visual stimulation
2) integration of music composition and performance
3) allow for Physical Exercise, Dance, or Martial Arts strategies
4) Use of The Constant Time Delay (CTD)
5) Use of flashcards
6) Use of logical answers | Description, Application and analysis | Experimentation in Classroom |

7.7. Instrument application process diagram

Students survey
- Closed questions.
- To obtain information on the multiple intelligences that the students possess.

Class observation guide
- Observation during the classroom
- Capturing learning strategies
- Analysis of strategies related to multiple intelligences

Teacher interview
- Capture directly strategy that teacher uses
- To Know if the teacher uses learning strategies aimed at multiple intelligences.

Experimentation in class
- experiment with learning strategies related to multiple intelligences to determine their effectiveness in the classroom

VIII.   RESULTS AND ANALYSIS

The validation of the instruments was endorsed by the teacher Oscar Castillo from the English department of the UNAN Managua for the qualitative instruments it was recommended to use open questions in case of the interview, to carry out an observation instrument and to create an experiment in the classroom in order to verify that our objectives can be achieved, for the quantitative instrument of the survey it is recommended to use closed questions and according to the level of the students. (Microsoft, 2021).

The number of student participation in the research was 20 students, of which 11 students were men, this corresponds to 55% of the respondents and 9 students were female and corresponds to 45% of the respondents.
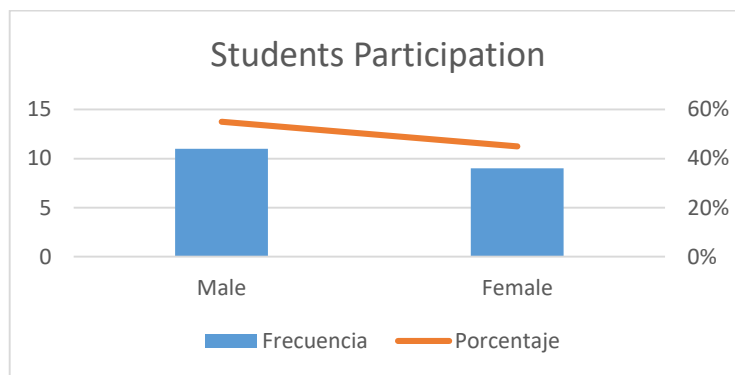

8.1.   Students Survey

Based on the survey applied to the seventh grade B students, its objective is to know the different multiple intelligences that the students of the 7th grade of the Reino de España school in Tipitapa possess, for these we base ourselves on a series of closed-ended questions, in which the intelligences that stand out the most for each student can be obtained.

Questions		Frecuency	Percent
I like so much Read and write.	Yes	17	85%
	No	3	15%

From the question # 1 (left chart) it is described that 17 out of twenty students like reading and writing. It is very clear that linguistic intelligence is present in the

classroom, with 85% positive responses, it is easy for students to learn using interactive readings, dialogues, stories among other methods.

Linguistic

- I like so much Read and write. Yes
- I like so much Read and write. No
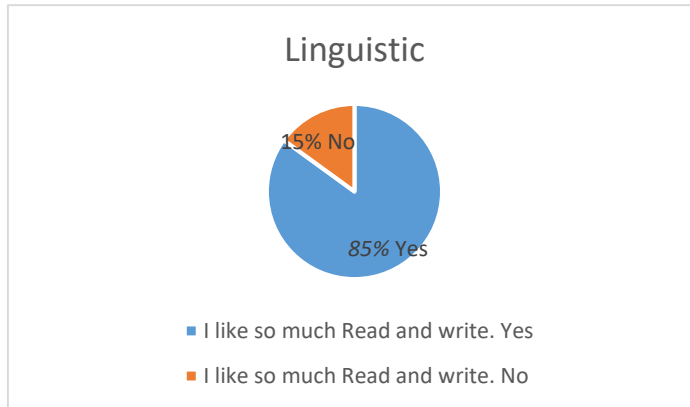
In the left chart, we have question number two and three. It shows the frequency of 20 students and it can be seen that more than 75 percent of the students have intrapersonal intelligence, making it easy for them to start conversations with their friends and interact with new people.
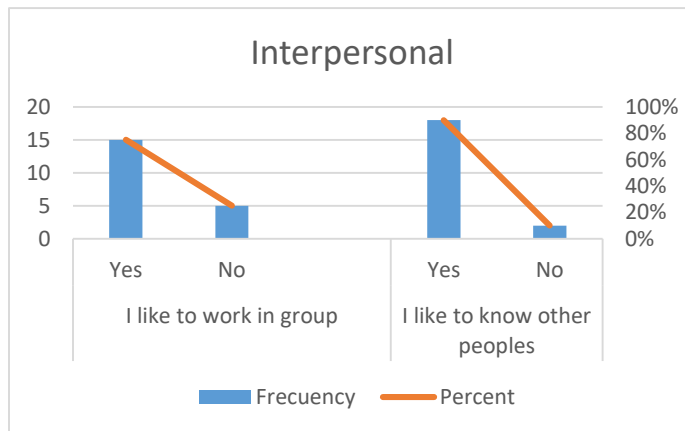
To verify intrapersonal intelligence we use two key questions (# 13 and # 14) to know the level that students have of this intelligence, it was determined that

Interpersonal

90% of students learn at their own pace, these indicate that everyone has a conscience who learns without any competition and also with the question of whether they prefer to work alone, with 40% of responses that prefer to work alone and 60% prefer to work in a group, tells us that the majority of students who possess intrapersonal intelligence also possess the Interpersonal intelligence.

Intrapersonal

Natural

10%

90%

- I like pets and the plants Yes
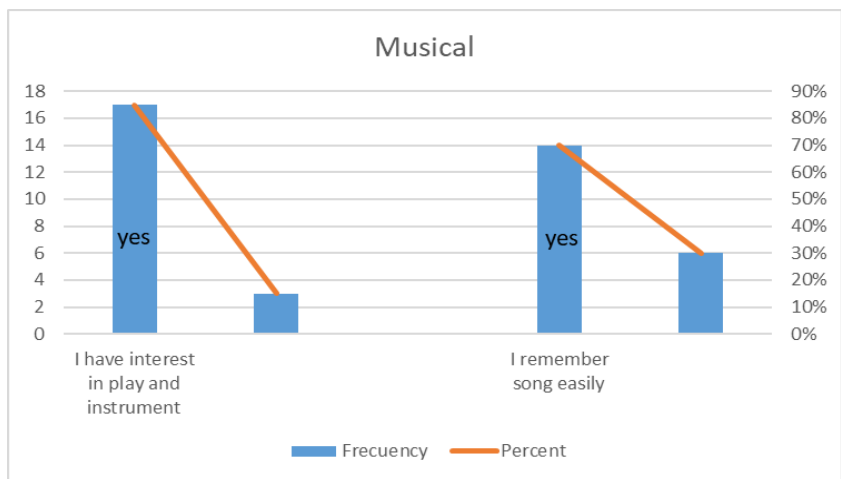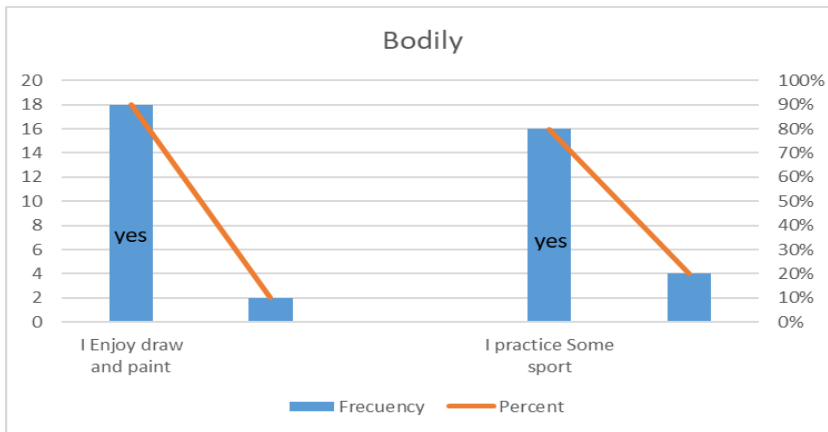- I like pets and the plants No
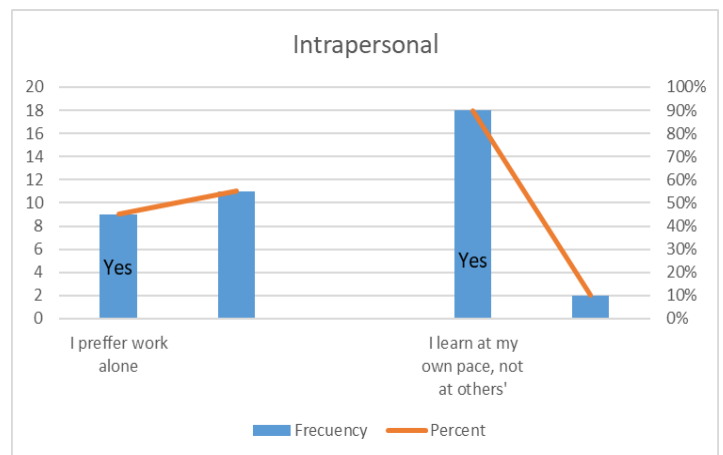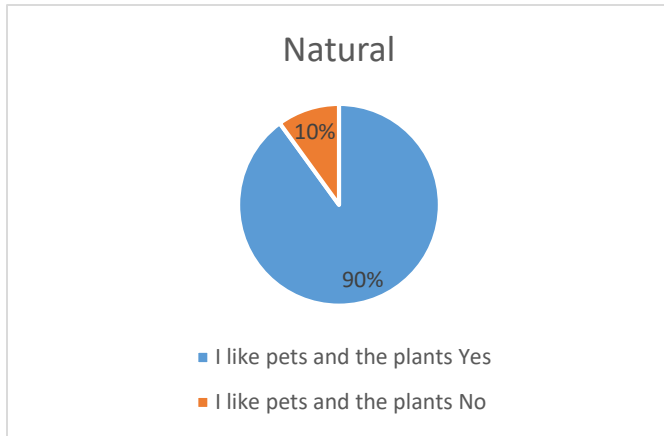
The graph on the left shows the analysis of question # 6, this question refers to Natural intelligence, it describes if the interests have an interest with the environment and flora and fauna, in this way we note that 90% of the Students like topics that refer to nature and in this way they can prepare activities that refer to nature.

This next chart represents the level of interest in music that 7th grade students have, in the two questions that were taken as reference (# 5 and # 12) the students affirmed that they were interested in music and the graph shows us a value of 85% in the interest of playing an instrument and with 70% that it is easy for them to learn to remember songs, this tells us that to improve the acquisition of the English language we can carry out activities that involve musical instruments or songs that are related to the topic.

Musical

18		90%
16		80%
14		70%
12		60%
10		50%
8	yes	40%
6		30%
4		20%
2		10%
0		0%

I have interest in play and instrument

I remember song easily

yes

■ Frecuency —— Percent

With body intelligence, students demonstrate their skills and ideas using their body, with question # 8 and # 9 We wanted to know the body skills that students possess and for this intelligence we noticed a high presence greater than and equal to 80% for both questions. Mixing activities that involve musical and bodily intelligence results in a high level of learning acquisition.
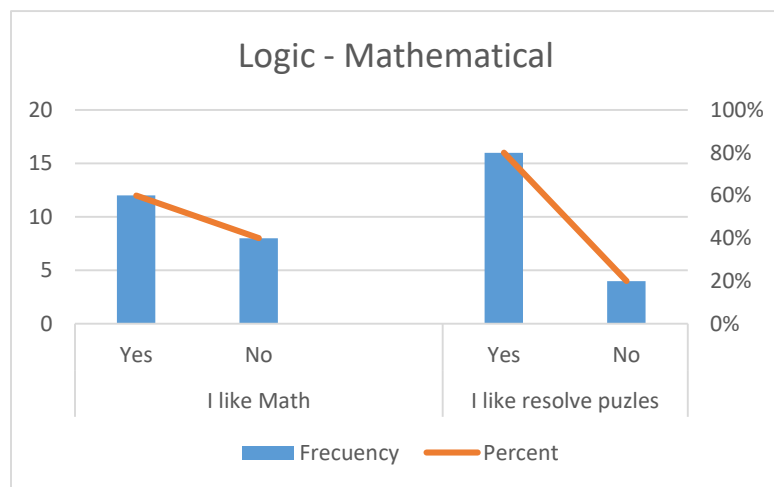
Bodily

Questions		Frecuency	Percent
I am very curious observing	Yes	10	50%
how an object is repaired	No	10	50%

Espacial

I am very curious observing how an object is repaired
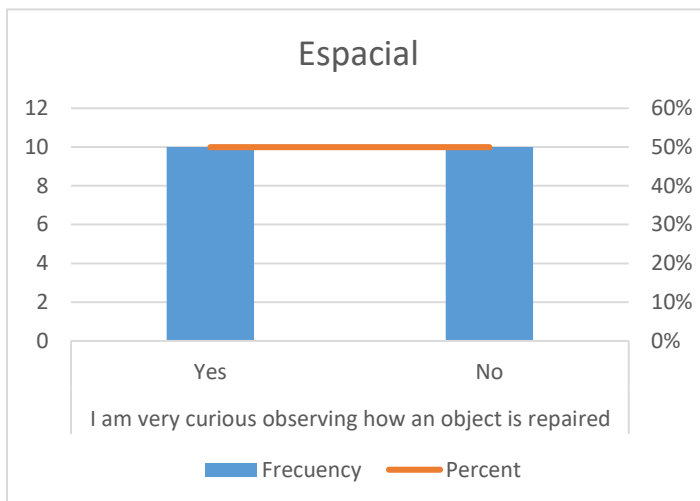
With spatial intelligence, knowledge is perceived through observation, in the graph on the left we note that this intelligence is the least developed intelligence in the classroom, 50% returned to be curious when observing how an object works or is repaired, the other 50% do not agree, not because it is the skill that the classroom possesses the least, it should stop carrying out activities, on the contrary, it should be mixed with activities that involve Natural or musical intelligence in order that through the observation of the execution of instruments or nature students can acquire the knowledge that they want to transmit.

The last but not least of this study is Logical-Mathematical intelligence, students who possess this intelligence have a high ability to solve mathematical calculations in addition to having good logical reasoning, direct questions were asked with the interest of mathematical topics and solutions of puzzles, the graph we analyzed question # 7 and # 11 we could observe that 60% of the students have a direct liking for mathematics and 80% like to solve puzzles such as puzzles or mazes, on average, the two questions give us 70% of students who have mathematical intelligence, with this we can say that mathematical logical activities can be used for the acquisition of the English language but in a moderate way, since it does not have an average as high as the Natural, Musical or interpersonal intelligences because these intelligences by the results mentioned above are quite noticeable in the 7th grade students of the college Reino de España in Tipitapa.

Logic - Mathematical

Frecuency — Percent

8.2.   Class Observation Guide

Based on multiple intelligence when applying class observation guides during some English classes, the following was obtained by the observation

- The teacher transmitted a simple and habitual vocabulary in order to make the students learn it.
- During class he assigned activities and asked questions to the students; regarding them with an excellent, very good, or good job.
- The teacher was very effective in capturing student's attention with the activities.
- Intelligence like linguistic and visual-spatial was used in the activities

- Brainstorming was remarkable and students participated.

- The teacher cheek the acquisition of knowledge of the students in the class, not all students felt confident with the verification of the acquisition because not all responded correctly or without hesitating the answers.

In summary, the teacher does a very good job of teaching his activities and getting a lot of students to participate, but by not applying activities that involve a varied set of multiple intelligences, not all students can achieve a high percentage of knowledge acquisition.

8.3. Teacher Interview

Based on the interview with the 7th grade teacher of the English class, the following were obtained according to the teacher's response

- Is making use of technology using classroom tics or apps where activities are carried out according to the topic.

- Implements strategies frequently such as presentation of images, description of images, audios to listen or pronunciation; Didactic material such as blackboard, cardboard, speakers and projector is also of great help. All being of great help for the learning of the students.

- The teacher did not have much knowledge about the concept of multiple intelligence, but he did claim to apply different learning strategies in his class.

In summary, in the interview we learned more about the learning strategies that the teacher uses in addition to confirming if the teacher had knowledge of multiple intelligences, which we confirmed was null, but that he always tries to bring new strategies that the teacher will try. to implement the use of these in your classes.

8.4. Experimentation in Classroom

As an experiment in the classroom, we decided to teach a small class using multiple intelligence where the students' attention was captured. During each activity we were able to see the performance of the students who participated in each orientation. The class was about the

members of the family using strategies that involucrate multiple intelligence where the students' attention was captured. During each activity we were able to see the performance of the students who participated in each orientation.

The experimentation began by trying to carry out a warm up where the students could remember some member of the family, to work with Linguistic intelligence we used as the **exposition with projector as a didactic resource** to show vocabulary about the family, explaining that there is not only one way to call to our parents or grandparents. Showing vocabulary teachers can create attractive linguistic exercise from visual

Showing vocabulary that have students building stories from visual stimulation

stimulation, it can be fun and engaging for students,

Continue with the experimentation, for the students who find it easy to acquire knowledge from musical, spatial, intrapersonal and corporal intelligence, we use the **integration of music composition and performance and allow for Physical Exercise, Dance, or Martial Arts strategies** within the classroom, the students were asked to participate in a song about the family. known to them, in these strategies was appreciated that the students paid attention to the lyrics, sang it, observed and imitated the steps of the music.

Integration of music composition and performance

Flash-cards are a useful technique to teach vocabulary, mixing this technique in the class with

The Constant Time Delay (CTD) strategy we can get better results. The activity consisted of showing with the flashcard in the projector related to the animals that appeared in the song and that the students could solve to which member of the family each image corresponded, the spatial, natural and interpersonal intelligences were notable by the students in this activity.

To end the experiment in classroom we covered logical and natural intelligence, the activity carried out was to carry out a **questionnaire** with multiple-choice questions in which the students had to recognize the habitat of sharks and what they feed on, showing them a series of answers and If in any case students are not sure of the answer, the uses of logical answers help students to think and filter their selection.

Asking questions about the animals' habitat, using logical answers

IX. CONCLUSION

Based on our research we want to point out that through the application of the investigative instruments which were the survey, the observation guide, the interview and the experimentation in the classroom, the following results were found:

1. It was possible to identify each multiple intelligence possessed by the 7th grade students of the Reino de España school.

2. It was remarkable that within the classroom the Linguistic, Interpersonal, Musical and Natural intelligences stood out, these being the intelligences that the students share the most with each other.

3. It was identified that spatial intelligence was the one that stood out the least among all, but for this reason it should not be left out within the use of strategies, rather this intelligence can be reinforced by combining it with another, bringing to mention the integration strategies of music in the classroom, where the Musical spatial and corporal intelligences were combined.

4. Through observation, we were able to observe the methods that were used to teach the classes, focusing on multiple intelligences if they were used and in what way. Also the interaction of the teacher with the students was of great help since he kept their attention in the class and achieved his objectives for the class.

5. In the interview with the teacher we were able to deepen more about the didactic material, teaching-learning strategies, the incorporation of apps in learning and knowing their knowledge about multiple intelligences, which was of great help since the teacher interested more in them to incorporate it into your next class.

6. In the experiment we managed to transmit a learning and interact with the 7th grade students in which I captured the attention of the students, having as an objective that in the activities and with the use of multiple intelligence that was used to teach the class as intelligence linguistics, spatial intelligence, musical intelligence, interpersonal and bodily-

kinesthetic. The implemented strategies were, writing exercises base on visual stimulation, guided visualizations, musical composition and performance, teaching collaborative skills, and incorporation physical exercises, dance, or martial arts were utilized. These approaches made the class more dynamic, allowing for the satisfactory development of each multiple intelligence.

X.   RECOMMENDATIONS

10.1. For Teachers

- **Design activities and tasks that target different types of intelligence.** For example, include reading and writing activities for verbal-linguistic intelligence, logical-mathematical challenges, art projects, or creative movement activities.

- **Encouraging collaboration**. Providing opportunities for students to work together on group projects promotes interpersonal intelligence. Teamwork and effective communication abilities developed in these activities are fundamental life skills.

- **Using visual and manipulatable resources.** Provide visual materials, such as graphs, pictures, and diagrams, to stimulate spatial-visual intelligence. In addition, the classroom environment can be arranged so that students have opportunities to explore and manipulate objects.

- **Integrating music and movement.** Include musical and creative movement activities to stimulate musical intelligence and bodily-kinesthetic intelligence. Children can learn through songs, rhythms, and dances, which facilitates comprehension and retention of information.

- **Promoting reflection and self-awareness.** Include moments of individual reflection and journaling activities to foster intrapersonal intelligence. It is important for teachers to help students identify and regulate their emotions, set personal goals, and develop a greater understanding of themselves.

- **Connecting learning with nature.** Organize outdoor activities, gardening projects, or nature observation activities to develop naturalistic intelligence. In this way, children can learn about the environment and develop a greater appreciation for the diversity of life on the planet.

10.2. For Students

- Linguistic intelligence. Working with books and reading materials, encouraging the writing of stories, short essays, and tales, promoting language learning, and playing board games that use words (scrabble type).

- Spatial intelligence. Drawing, writing, and painting with all kinds of materials, and getting into graphic arts through books and audiovisual products (videos, animations, computer presentations, etc.).

- Logical-mathematical intelligence. Exercises to classify objects by color, size, shape; construction, logic, and mathematical games.

- Body intelligence. Listening to music accompanying all kinds of activities, dancing, and interpreting stories through dance, and sports activities.

- Musical intelligence. Working with music in different activities, introducing sounds and basic musical instruments such as drums, bells, or tambourines; learning to play a musical instrument in a natural way, studying music theory, taking formal music and dance classes.

- Naturalist intelligence. Organize outdoor activities, and field trips, study animal behavior, learn to love and respect nature and the environment; and encourage collections of flowers, leaves, minerals, and other elements of nature.

- Interpersonal intelligence. Encouraging companionship and interaction with others, organizing team discussions and activities, training activities, team building and trying out various roles, especially that of a leader.

- Intrapersonal intelligence. Encourage reflection, e.g., writing down thoughts, and activities and explaining the decision-making process, promoting moments of pause and relaxation.

The multiple intelligences are of great help the teacher as it facilitates a better teaching process, but also for the students through these intelligences they can innately develop their skills and

improve their learning, all the recommendation should be taken in mind to improve the improve

English language teaching skills at Reino de España Eschool in Tipitapa.

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XII.   ANNEXES

Managua, 25 de septiembre de 2021

´´Año Del Bicentenario De La Independencia de Nicaragua´´

Universidad Nacional Autónoma De Nicaragua

Recinto Rubén Darío

Licenciada
Dinora Stockhausen Vargas
Directora General
Colegio Reino de España, Tipitapa.
Su despacho

Estimada Licenciada Stockhausen, reciba fraternos saludos de mi parte y del director del Departamento de Ingles de la Facultad de Educación e Idiomas de la UNAN – Managua.

Me dirijo a usted, muy cordialmente para solicitarle su colaboración a fin de que nuestros estudiantes de la carrera de Inglés puedan realizar su trabajo de investigación correspondiente a la asignatura **Investigación Aplicada**. Los nombres de los estudiantes son:

- Dixon Antonio Urbina Cano
- Eveling Rojas

Sin otro particular, me despido deseándole éxitos en sus funciones.

Fraternalmente,

_____   _____

Dr. Alber Francisco Sánchez Alvarado   Msc. Oscar Castillo Orozco

Director Departamento de Inglés   Docente de Inglés

UNAN – Managua   Cel. 89251579

Cel. 84842721

UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA

DEPARTAMENTO DE INGLES

CARRERA DE INGLES

Encuesta de inteligencias múltiples

La siguiente encuesta ha sido elaborada para conocer las múltiples habilidades que poseen los estudiantes en el aula de clase en el grado especificado a continuación:

Fecha: _____   Grado: _____

Genero: _____   Colegio: <u>Reino de España</u>

Lee cada una de las afirmaciones y Marca con una X en SI o en NO las siguientes afirmaciones según se adapten a tu personalidad:

		Yes	NO
1	Me entretiene mucho leer y escribir		
2	Me gusta trabajar en equipo		
3	Me gusta socializar con mis amigos y conocer a nuevas personas		
4	Soy muy curioso observando cómo se repara un objeto.		
5	Puedo o tengo interés por saber utilizar un instrumento de música		
6	Me gustan las mascotas y plantar arboles		
7	Me gustan las matemáticas		
8	Me entretiene pintar y dibujar		
9	Practico algún deporte		
10	Soy muy organizado con mis cosas		
11	Me gusta resolver rompecabezas o laberintos		
12	Recuerdo canciones o melodías		
13	Prefiero trabajar solo		
14	Aprendo a mi ritmo, no al de los demás.		

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classroom observation

The following observation instrument is used to identify multiple intelligence methods used by the teacher in classrooms.

Grade: _____

1. The lesson contained the following sequence of activities			
2. The effectiveness of capture students attention with the activities was	Very effective	Moderately effective	Not very effective
3. The use of multiple intelligences activities was notable in the case	Notable and the participation was outstanding	Moderately notable	Was not notable
4. Brainstorming was notable and students participated	Notable	Notable but little participation	Was not notable
5. It was remarkable that the teacher checked the acquisition of knowledge of the subject.	Very notable	Moderately notable	Was not notable

Teacher Interview

The following interview with the teacher was prepared in order to know how much the teacher applies the multiple intelligence methods in the classroom.

Professor name: _____ **sex:** _____ **Grade:** _____

Do you use TIC in your classrooms?

_____
_____
_____
_____

What strategies frequently use to help students to learn better?

_____
_____
_____
_____

What kind of materials does the school have to improvise the learning methods?

_____
_____
_____
_____

Do you focus your activities on using the eight multiple intelligences?

_____
_____
_____
_____

Other than evaluating students by scores, how else do you validate school performance?

Experimentation in Classroom – Links to Video

Part 1: https://www.youtube.com/watch?v=4Hnld3mI0Dw

Part 2: https://www.youtube.com/watch?v=klb-6llbXHY

Warm up Experimentation in Classroom

Musical Intelligence Activity in Classroom

Spatial Intelligence Activity in Classroom

Natural Intelligence Activity in Classroom

Students 7 grade at Reino de España school recycling fair

Student 7 grade at Reino de España school recycling fair Dancing Folklore