UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA

UNAN-MANAGUA

Departamento de educación y humanidades

GRADUATION SEMINAR

Submitted to the National Autonomous University of Nicaragua as a requirement for

Bachelor's Degree in English teaching

General topic:

Instructional approaches for TEFL success in Matagalpa's primary and secondary education, II semester 2023

Specific topic:

Linguistic intelligence in English instruction with the inclusion of technology with kids in sixth grade at Sabadell school, Matagalpa during the second semester 2023

Authors:

- Br. Ángel Miguel Osorio castro
- Br. Fabiola Isamara Lanzas Zeledón

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MSc. César Enrique López Soza

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INDICE

"2023: Seguiremos Avanzando en Victorias Educativas"

VALORACIÓN DEL TUTOR

El trabajo de Seminario de Graduación elaborado por las Bachilleres : **Angel Miguel Osorio Castro. carnet número 19608400,. Fabiola Isamara Lanzas Zeledón carnet número 18608400,** para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema: Linguistic intelligence in English instruction with the inclusion of technology with kids in sixth grade at Sabadell school, Matagalpa during the second semester 2023 responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua – UNAN – Managua (FAREM – Matagalpa), con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

El proceso de análisis y discusión de los resultados se realizó tomando en cuenta las variables del estudio, los instrumentos de recolección de información y la bibliografía consultada. Esto facilitó así mismo la elaboración de la propuesta y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto, se considera apto para su defensa.

MSc. César Enrique López Soza
Tutor de Seminario
UNAN – FAREM Matagalpa

ABSTRACT

The study of linguistic intelligence in English instruction with the inclusion of technology has proposed technology to improve the study system that includes intelligence based on the development of linguistic skills that can be obtained during the teaching and learning process in the students who comprise it. When processing the information given about the use of technological means, it is of great importance since it draws the attention of learners and future professionals to language skills, making the inclusion of technology in order to improve the quality of study that is carried out. teaches in classrooms, as well as to teachers and students so that the level of teaching and learning is maintained. In summary, the most relevant findings that could be found according to the development of applied research on linguistic intelligence using technology through study processes in which the use and non-use of technology can be differentiated to the development of classes, in which it plays a very important role to facilitate and associate linguistics in students and thus determine the social learning impact that technological inclusion has had in the school system, and its digital tools to provide better coverage in the school environment.

I.   INTRODUCTION

Embark in a linguistic journey where the dynamic fusion of English instruction and modern technology discovering the effects and possibilities it has in students from sixth grade, propelling them into a future where linguistic intelligence becomes a thrilling experience. The implication of linguistic intelligence in English instruction and the use of technology deserves to be explored and the importance in how this integration impacts the development of linguistic intelligence in students. It involves exploring the challenges, benefits, and overall effectiveness of incorporating technology into language learning for this specific age group.

Some studies about linguistic intelligence and inclusion of technology in the English learning process has been carried out alvear 2019 in his thesis aimed to spotlight the educational application of information and communication technologies, acknowledging the indispensability of adapting education to this reality, he emphasized the emergence of virtual classrooms as crucial pedagogical tools, this implementation of virtual classrooms becomes instrumental in fostering multiple intelligences, particularly linguistic intelligence.

The purpose of this research is to analyze linguistic intelligence effect of English instruction with the insertion of technology applied in kids from sixth grade. Likewise, the specific objectives of this research intend to describe the linguistic intelligence in the learning process of students, also assess the insertion of technology and its effect in the linguistic intelligence process in English instruction and to propose an innovative technological strategy that helps to develop linguistic intelligence in English learning.

With the aim of conducting this study was used the qualitative approach and contain a combination of both qualitative and quantitative approach. The paradigm is interpretative and type of study is conducted as a cross-sectional since it was carried out in a brief time frame to accomplish the study in the second semester of 2023. Theoretical research papers were used in the acquisition of information highlighting the most important about linguistic

intelligence and the inclusion of technology showing interesting information about it proving trough the instruments used.

A survey was administered to 20 sixth-grade students at Sabadell school, serving as the population and sample, to gather quantitative data on linguistic intelligence in the context of technology integration. Additionally, an interview with the teacher was conducted to collect information on the research variables.

II Justification.

The purpose of this research was to show the learning of English through linguistic intelligence with the use of technological devices. The importance of this work is to make known the learning method and the effect that the use of technology produces in that intelligence since through its teachers can create appropriate strategies for their students and thus reaffirm the correct use of intelligence and the use of technology as the main axis of teaching and learning.

This research has social relevance because it offers an updated way of teaching and learning allowing the correct development of linguistic intelligence by today's educational technological resources, which will favor the educational establishment and its students.

The data obtained through this research have the potential to be used to raise awareness of educators and students, and to provide information for education professionals to use in an effort to create appropriate tools and strategies for the acquisition of English.

III OBJETIVES

GENERAL OBJECTIVE:

To analyze linguistic intelligence effect of English instruction with the insertion of technology applied in kids from sixth grade at Sabadell school during the second semester 2023

SPECIFIC OBJECTIVES:

- ✓ To describe the linguistic intelligence in the learning process of students from sixth grade at Sabadell school
- ✓ To assess the insertion of technology and its effect in the linguistic intelligence process in English instruction in students of sixth grade.
- ✓ To propose a learning strategy that helps to stimulate linguistic intelligence through the insertion of technology in English learning.

IV THEORETICAL FRAMEWORK

To elaborate the following work, it was made a meticulous inquiry about the linguistic intelligence and the insertion of technology in English instruction.
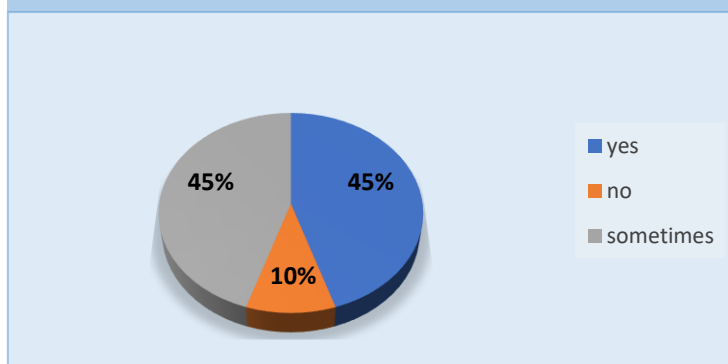
4.1 Linguistic intelligence

4.1.1 definition

It is linked to the ability to use oral and written language to communicate, clearly expressing thoughts and feelings, relating ideas and putting them into words. (silvana, pág. 2015)

According to Silvana Acosta (2015), she proposes linguistic intelligence: 'As that which develops to process information from a representation system to recognize the phonological, syntactic or semantic validity in a significant act of that language.' . Linguistics is the science that seeks to study language and teaches us that it can be shown in two main forms, orally, written or graphically.

Linguistic intelligence includes the skills that people have to delicately handle the learned language, to be able to demonstrate many thoughts, feelings, among many other things that many people have to handle the spoken and written language with ease. Where a great difference between people and other living beings such as animals has been noticed; just as it has allowed us to differentiate some people from others according to the level of language development, since this is one of the basic elements of human thought. According

Figure 1 Embracing the process of reading and problem-solving activities on the board

to Silvana linguistic intelligence is the ability to use oral and written language as we can appreciate in figure number 1

In the figure number one we can see that 45 percent of students like to participate when solving exercises on the board and 45 percent not always like to participate, a small quantity does not like to do it.

The professor expresses that linguistic intelligence has contributed in the comprehension with a natural aptitude for understanding, acquiring rich vocabulary and grammar structures in order the activities developed in the class.

4.1.2 Importance

The development of linguistic intelligence has a long evolutionary process that begins with the crucial nature of linguistic intelligence, not only for the development of language as such but for the other intelligences of the individual (silvana, 2025)

According to Silviana Acosta (2015), linguistic intelligence evolves through an arduous process, which begins with linguistic intelligence; not only for the outcome of learning a language but also for the rest of the intelligences, in which one is learning and committed to learning them, such as intelligences.

In short, linguistic intelligence is one of the most important intelligences there can be, since it helps the development of skills and knowledge for development and vocabulary; so that people can express, demonstrate the feelings and knowledge that they have learned during the entire study process in that science, in which it allows new skills in people who sit in linguistic intelligence as well as speaking in public, interacting with people without no problem when speaking and expressing feelings and emotions according to what has been learned and the practices that this type of study has.

4.1.3 characteristics of linguistic intelligence

A person with well-developed linguistic verbal intelligence is very likely to have some of the following characteristics.

- Listens and responds to the sound, rhythm, color and variety of the spoken word.

- Imitates the sounds and way of speaking, reading and writing of other people.
- Learn by listening, reading, writing and debating.
- Listen carefully, understand, paraphrase, interpret and remember what was said.
- Reads effectively, understands, synthesizes, interprets or explains and remembers what has been read.
- Addresses diverse audiences effectively with different purposes, and knows how to express himself or herself simply, eloquently, persuasively or passionately at the appropriate moment.
- Write effectively; understands and applies the rules of grammar, spelling and punctuation, and uses a wide and appropriate vocabulary.
- Exhibits the ability to learn other languages.
- Use listening, speaking, writing and reading skills to remember, communicate, debate, explain, persuade, create knowledge, construct meaning and reflect on language facts.
- Strives to promote the use of its own language.
- Demonstrates interest in journalistic activity, poetry, storytelling, debate, conversation, writing or editing.
- Creates new linguistic forms or original works through oral or written communication.

According to the information provided above, a person with well-advanced linguistic intelligence shows listening and responds fluently when participating or speaking in a performance; Also when it comes to reading, you can also define a person with super advanced linguistic intelligence, and can listen to a song, learn to paraphrase and interpret and learn by heart, he also directs himself in the auditoriums in front of the public and knows how to express himself in a way that people can understand his language not only body language but also verbal and expressive.

Based on the characteristics of linguistic intelligence, the importance of the characteristics can be perceived, on which linguistic intelligence is based and its main basis is the development of the ability to be able to read, write, perceive sentences, speak in front of the public, among many others. more things, where it is of utmost importance for human

beings to be able to have this type of ability which helps in the ability and dexterity of a person who decides to begin this type of study and to be able to have more socialization with the people around them and people unknown to them. Know

In the characteristics of linguistic intelligence mentions that students have the ability to read, write, speak or being involved in debates. In the following figure we can find their point of view:

according to A person with well-developed linguistic verbal intelligence is very likely to have some characteristics as you observe in the last figure number two.

In fact, the 80% percent of students answer yes that they interact between them when they learn something new, thus the |15% percent of students say sometimes and the last 5% percent of the students don't interact when learn something new.

As we can see in figure number two, a great percentage of students enjoy sharing their new knowledge with their classmates, some of them expressed not always interact and the minus percentage said no.

Figure number 2, interacting with students while learning something new
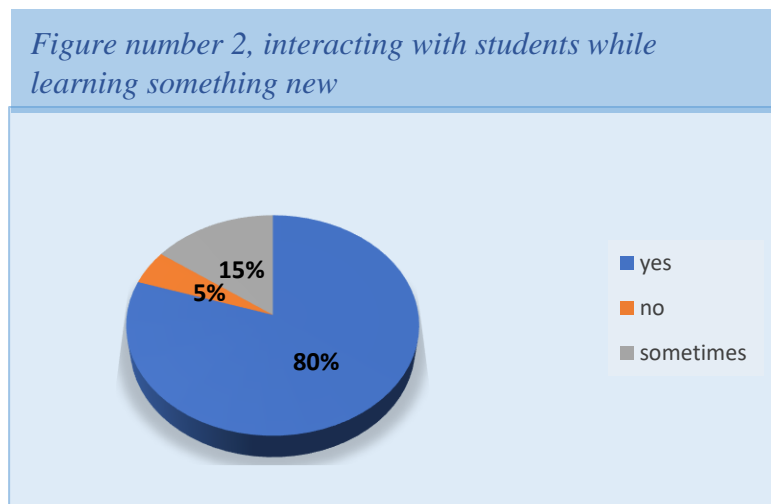
4.1.4 Processes in linguistic learning

Just because a student has verbal or linguistic intelligence does not mean that he or she is restricted to this learning style for absorbing information. On the contrary, Gardner

asserts that multiple intelligences work in tandem. A person with a strong preference for linguistic learning may also have a preference for interpersonal learning, using words and attempting to engage in group activities and projects. (Macofsky, 2018)

4.4.1 Engaging linguistic activities:

- Listening to storytelling; this is one of the oldest and most engaging linguistic activities.
- And attractive linguistic activities. Reading aloud conveys to the ear
- The sound, rhythm and music of language.
- Listen to and memorize poems.
- Invite students to attend lectures and take notes on the topic.
- Organize classroom discussions, debates, and symposia.
- Develop a love of reading

Macofsky, noted that while proficiency of a student is in verbal or linguistic intelligence doesn't confine them to a single learning style, Gardner argues that multiple intelligences complement each other. Someone inclined to linguistic learning might also favor interpersonal learning involving words and participating in group activities or projects.

In addition, students with linguistic intelligence are not limited to that learning style; instead, according to Gardner multiple intelligences can coexist. A preference for linguistic learning may also extend to interpersonal learning through group activities and projects.

Macofsky said that a student with linguistic intelligence can also favor interpersonal learning. In the next figure students expressed their preferences at the time they learn English

Macofsky, noted that while proficiency of a student is in verbal or linguistic intelligence doesn't confine them to a single learning style, Gardner argues that multiple intelligences complement each other.

As a result, we have that the 40% of students feel more comfortable speaking, on the other hand the 30% percent they said feel more comfortable listening than the other 30% percent were agree with reading and nobody said nothing about writing.

When the teacher was asked What kind of engaging linguistic activities do you use when you teach? He expressed that he provides engaging linguistic activities when teaching such as interactive discussions, language games, and creative writing activities.

Figure number 3 some of them feel comfortable speaking and others by listening, reading or writing
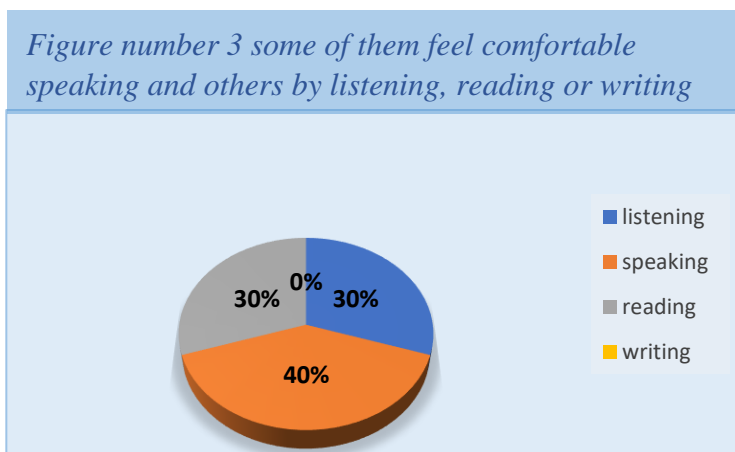
4.2 Technology

4.2.1 Definition

Technology, the application of scientific knowledge to the practical aims of human life or, as it is sometimes phrased, to the change and manipulation of the human environment. (editors, 2023)

As Britannic encyclopedia editors defined, technology involves applying scientific knowledge to practical aspects of human life, often describe as altering and managing the human environment.

To resume, technology is the practical application of scientific knowledge to modify and manage the human environment.

4.2.2 Importance

Information and communication technologies have played a very important role in the teaching of English throughout the ages. Their application has contributed to improving students' skills. (jimenez, 2018)

According to Jimenez the great variety of communication technology has played a fundamental role in the teaching of English, contributing greatly to students' skills.

Reaffirming the above mentioned in the current context of education, the integration of technology has been key to expose and develop language skills in an efficient and practical way.

### 4.2.3 Effects of technology in linguistic intelligence

Es preciso reconocer que las tecnologías otorgan beneficios tanto económicos, sociales, pedagógicos como culturales a quienes las utilizan apropiadamente. Por esta razón, es importante utilizar las tecnologías como dispositivo didáctico. Desde una mirada constructivista, es necesario contemplar el uso de las TIC´s como instrumento cognitivo, es decir, enseñar-aprender con las TIC´s llevando a cabo actividades colaborativas e interdisciplinarias. La verdadera revolución se produce con la aparición y la difusión de la World Wide Web (WWW), puesto que ha permitido poner al alcance de todo el acceso a la información y a un sin fin de recursos de comunicación (…) (sanchez, 2019)

It must be recognized that technologies provide economic, social, pedagogical and cultural benefits to those who use them appropriately. For this reason, it is important to use technologies as a didactic device. From a constructivist point of view, it is necessary to consider the use of ICTs as a cognitive tool, that is, to teach-learn with ICTs by carrying out collaborative and interdisciplinary activities. The real revolution occurred with the appearance and dissemination of the World Wide Web (WWW), since it has made it possible to make information and endless communication resources available to everyone (...) (Sanchez, 2019). (my tranlation)

Sanchez who asserts that acknowledging the various benefits economic, social, pedagogical and cultural provided by technologies is crucial when used appropriately. Emphasizing a constructivist perspective. It is essential to view technology as didactic tools. The utilization of ICTs as cognitive tools involved teaching and learning through collaborative interdisciplinary activities. The significant revolution unfolded with the advent and widespread accessibility of the worldwide web enabling the availability of extensive information and communication resources to a global audience.

Sanchez (2019) highlights the multifaceted benefits of technology, emphasizing its importance as a didactic tool from a constructivist standpoint. The use of ICTs as cognitive tools involves collaborative learning through interdisciplinary activities. The advent of the World Wide Web marked a revolutionary shift, providing global access to abundant information and communication resources.

Technology as a didactic device providing global access to information and resources in the next figure it its exposed the effect of technology in linguistic intelligence

Figure number 4 learning English by didactic tools or group work
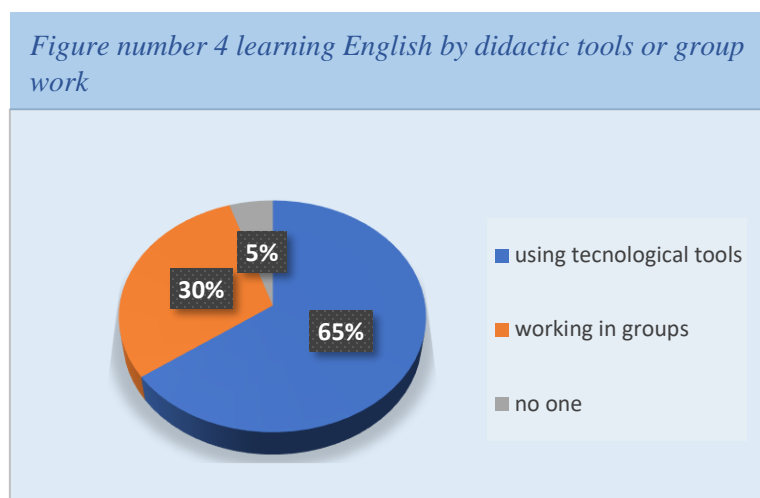
In the figure number 4 students expressed their preferences when talking about working in groups or using technology. With 65 percent agree of using technology and 30 percent likes work in groups, we realize the great effect of technology in the learning process and how is working with their linguistic intelligence.

A relevant issue in linking ICTs with the educational process is related to what kind of knowledge and learning is emerging from this innovative relationship. Basically, in the information society, knowledge is no longer perceived as absolute or universal, but as local, changing throughout history and having to be reconstructed taking into account individual and social experience.

An important concern regarding the integration of ICTs into education is the nature of knowledge and learning that arises from this innovative connection. In the information

society, knowledge is viewed not as absolute or universal, but as local, dynamic over time, and requiring reconstruction based on individual and social experiences.

Currently the use of ICTs in education raises a crucial question about the type of knowledge and learning it fosters. In the information society, knowledge is no longer seen as fixed and universal; instead, it is regarded as local, evolving over time, and necessitating reconstruction based on individual and social practice.

Sanchez thought about the information society and the reconstruction taking into account social practice as it is shown in the next figure

Figure number 5 importance of using technology at the same time of learn English

0%

100%

■ yes
■ no
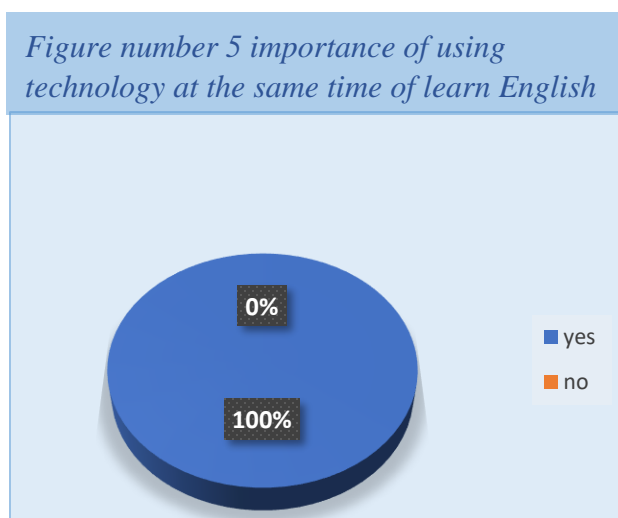
With a hundred percent of result, we support what Sanchez 2009 said how it is important the use of technology at the same time of learning English, the innovative connection in the learning process according the experience of each one of them.

In addition the teacher was asked Do you consider that the inclusion of technology in linguistic intelligence is a fundamental part of learning? The teacher said that he thinks the inclusion of technology in linguistic intelligence can be a valuable and complementary part of learning , but whether its fundamental depends on the context and the individual preferences technology can offer several benefits in language learning.

13

4.2.4 Resources and method

4.2.4.1 Interactivity

Thanks to chat and voice chat tools, it is possible to receive real-time feedback and even correct your pronunciation or writing. (jimenez, 2018)

With the help of technological tools, it is possible and accessible to exchange information in real time, having the possibility to correct and improve language skills.

In the accessibility of such a developed world it is possible to take giant steps in learning English with the help of technological tools.

Technological tools at the time of interact in words of Jimenez, we can find it in the following figure

Figure number 6
Sharing gained knowledge from video watching or audio listening

- yes
- no
- sometimes

25%

5%

70%
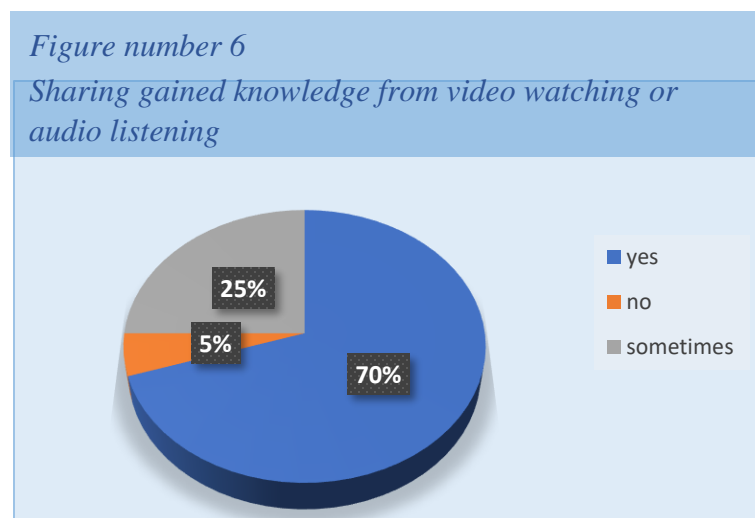
A seventy percent of students enjoy sharing after watching a video, putting into practice their skills in the English language and 25 percent not always share.

4.2.4.2 Dynamism

Its activities provide dynamism to learning, preventing it from becoming tedious, heavy or boring, characteristics that allow our brain to retain information accurately. (jimenez, 2018)

According to Jimenez the technological complements give a versatile dynamism that results in an adequate learning according to our brain.

The activities that are developed in the learning of English have structures of a language acquisition in an innovative, practical and effective way

4.2.5 Technological tools

4.2.5.1 Concept

Technology can improve teaching and learning process through different ways, for instance: with greater enthusiasm by learners, enriched communication skills, assessable to learners of all levels and capabilities, excellent research tool, good assessment tools, better preparation of students for education Computer science is a domain that always has grand expectations when it comes to producing positive outcomes and hence it faces immense pressure to adapt and evolve regularly. (Prensky, 2008)

Prensky (2008) suggests that technology can enhance the teaching and learning process in various ways. For example, it can increase students' enthusiasm, improve communication skills, be accessible to learners of all levels and abilities, serve as a valuable research tool, offer effective assessment tools, and better prepare students for computer science education. Consequently, the field of computer science continually faces high expectations for producing positive outcomes, which places significant pressure on it to adapt and evolve consistently.

Technology can enhance education by increasing learner enthusiasm, improving communication skills, making it accessible to learners of all levels, serving as an excellent research and assessment tool, and better preparing students for computer science education. Additionally, the field of computer science is under constant pressure to adapt and evolve to meet high expectations for positive outcomes

4.2.6 Types of devices

According to Alonso (2011), The mobile phone is an electronic wireless device based on radio wave technology, which has the same functionality as any landline telephone. Its main characteristics is its portability, since making calls is not dependent on any fixed terminal and does not require any type of wiring to connect to the telephone network. Although its main function is voice communication, like the conventional teletone, its rapid development has incorporated additional functions such as instant messaging (SMS), calendar, games, camera, calendar, Internet access, video playback and even GPS and player. tr3.

Certainly, the mobile phone is defined as an electronic wireless device based on radio wave technology, providing the same functionality as a landline telephone. Its main feature is portability, as it doesn't rely on a fixed terminal or require any wiring for connecting to the telephone network. While its primary function is voice communication, much like a conventional telephone, its rapid development has incorporated additional features such as instant messaging (SMS), a calendar, games, a camera, internet access, video playback, and even GPS and an audio player. Alonso (2011)

The mobile phone is a wireless electronic device based on radio wave technology, providing the same functionality as any landline phone. Its primary feature is its portability, as it doesn't depend on a fixed terminal or require any wiring for connection to the telephone network. While its main purpose is voice communication, similar to a conventional telephone, its rapid development has added extra features such as instant messaging (SMS), a calendar, games, a camera, internet access, video playback, and even GPS and an audio player.

4.3 Teaching strategies

4.3.1 Concept

"Teaching strategies are methods, procedures, or resources used by teachers to ensure that their students achieve meaningful learning." (Nahum, 2020)

According to Nahum, teaching strategies encompass the techniques, processes, or instructional materials that educators employ to guarantee that their students attain significant knowledge and understanding.

Teaching strategies are how teachers help students learn better. It includes methods and materials teachers use to make sure students really understand things.

### 4.3.2 Strategy types

4.3.3Using the technology

The use of ICT in schools has considerably transformed education. It has meant a change in the way of teaching and learning, it has transformed the role of the teacher and the student, it has changed the formative objectives for the students and the communication strategies in the classroom. (Revilla, 2016)

According to Revilla, the integration of information and communication technology (ICT) in schools has brought about a significant revolution in education. This shift has altered the methods of teaching and learning, redefined the roles of both teachers and students, and even reshaped the educational goals for students as well as communication methods within the classroom.

The incorporation of information and communication technology (ICT) in education has led to substantial changes in teaching, learning, teacher and student roles, educational objectives, and classroom communication strategies.

In short, the incorporation of information and communication technology (ICT) in education has led to substantial changes in teaching, learning, teacher and student roles, educational objectives, and classroom communication strategies.

According to Revilla the inclusion of technology has a significant revolution in education in the next figure we can find what kids think about it

Figure number 8

Asses of the teaching method using technology in the English language
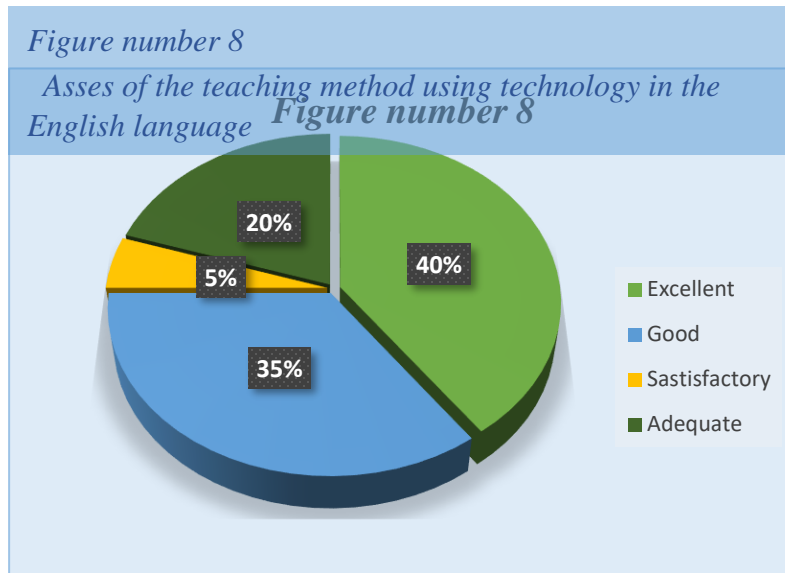
The survey on the assessment of teaching methods using technology in English language revealed that 40% of students found it excellent, 35% considered it good, 20% said it was adequate, and 5% found it satisfactory.

On the other hand, teacher was asked if he thinks in technology as a positive inclusion in the learning process. He mentioned technology can be positive when used effectively. It can enhance engagement, provide access to a wide range of resources and facilitate personalized learning and balance technology with traditional teaching methods and ensure that it is used purposively to support learning goals.

2.3.4 Digital learning

Through ICTs, students enjoy learning English more, since the classes are more varied and fun, facilitate the communicative exchange, the use of conversations, listening and also reinforces their understanding through the viewing of videos that represent the vocabulary learned in its natural context. In the English classroom, the use of ICTs is a great support especially in relation to basic skills of (Thorne. 2013; careers 2012; Gonzales 2010; llisterri 1998) (Revilla, 2016)

- Reading comprehension: multimedia texts adapted to the child's level and to the contents taught (images, videos, etc.).

- Oral comprehension: countless auditory material.

- Written production: chat, internet grammar exercises, etc.

- Oral production: sound recordings, video conferences, etc

Revilla said ICTs make learning English more enjoyable for students by diversifying classes and making them fun, thus enhancing communication. They enable conversations, listening exercises, and reinforce vocabulary understanding through videos that show words in real-life contexts. In the English classroom, ICTs play a significant role, particularly in building fundamental skills.

Undoubtedly The use of ICTs in English language education enhances students' enjoyment of learning by providing diverse, engaging classes that promote effective communication. ICTs support language learning through conversations, listening exercises, and contextual vocabulary reinforcement using videos. These technologies are especially valuable for developing essential language skills in the English classroom

Revilla said ICT support language learning. Technologies specially in the development of language skills. Let's see the opinion of students in the next figure

2.4 Roles of the teacher in ITC classrooms.

Within the teacher's functions, we can point out that it is important for him/her to have the necessary ICT skills to be provide the necessary technological tools. Therefore, it is necessary to train teachers in ICTs in order for them to be successful in their functions. (Muniz, 2022)

Muniz points out Among the responsibilities of teachers, it's crucial to highlight the significance of possessing the requisite ICT (Information and Communication Technology) skills to furnish the essential technological resources. Consequently, the training of teachers in ICT becomes imperative to ensure their effectiveness in fulfilling their roles. In essence,

teachers should be equipped with the know-how to employ technology effectively in their teaching and support students in a tech-enabled learning environment.

For teachers to perform effectively, it is essential that they have the necessary ICT skills to provide technological tools. Thus, training teachers in ICT is crucial to equip them for the demands of modern education, where technology plays a vital role in enhancing the learning experience. In the teaching of English, it is necessary and essential to have teachers with the necessary skills to efficiently meet the objectives to be followed.

3- Methodological and technological strategies that helps to develop linguistic intelligence in English learning.

PLEASE Strategy is a mnemonic that provides learners with a road map for writing a text. It is a strategy when a teacher teaches the students an acronym to remember each step-in writing. PLEASE strategy will help students to write, to start the first sentence, and to put the data information in their writing. PLEASE strategy is more effective than Guided Writing Strategy to teach writing; (2) The students having high linguistic intelligence have better writing skill than those having low linguistic intelligence; and (3) There is an interaction between teaching strategies and students' linguistic intelligence in teaching writing. (Aminatun, 2018)

According to Aminatum, The PLEASE Strategy is a mnemonic tool designed to guide learners in composing written texts. When educators teach students an acronym to remember each step in the writing process, the PLEASE Strategy assists students in initiating their writing, crafting an effective opening sentence, and incorporating essential data and information. It is found that the PLEASE Strategy is more successful in teaching writing compared to the Guided Writing Strategy. Additionally, students with a high degree of linguistic intelligence tend to exhibit superior writing skills in contrast to those with lower linguistic intelligence. Furthermore, there is an observable interaction between the choice of teaching strategies and students' linguistic intelligence when it comes to the instruction of writing.

In summary the PLEASE Strategy is a mnemonic technique used to guide students in their writing process. It helps them start their writing, craft opening sentences, and include

crucial data. This strategy appears to be more effective than the Guided Writing Strategy. Additionally, students with high linguistic intelligence tend to have better writing skills than those with lower linguistic intelligence. Teaching strategies and students' linguistic intelligence interact in the context of writing instruction

V-ANALYSIS AND INTERPRETATION OF RESULTS

According to the specific number one, to describe the linguistic intelligence in the learning process of students from sixth grade at Sabadell school.

In order to measure this objective, the question number one about the interview that answer to the first objective, was teacher said that In summary, linguistic intelligence has contributed to the Learning English in various aspects of English language learning, from comprehension have a natural aptitude for understanding and processing language and vocabulary in this case. Linguistic intelligence helps in acquiring and retaining a rich vocabulary and grammar understanding the rules and structure of English and communication skills helps to communicate in a basic way. According to the questions number one and three about the survey that can answer to first objective of this research in this first question the results about it, are that. the forty percent of students like to participate in oral activities the other forty percent don't like to participate in oral activities. And just the ten percent of students said sometimes. The 3rd questions the forty percent of students feel more comfortable when speak. The thirty percent of students feel more comfortable when read. The twenty dice percent of students feel more comfortable when listen. The five percent of students feel more conformable when write. It is stated that linguistic intelligence has played a crucial role in learning English, covering various aspects such as comprehension, the natural aptitude to understand and process language and vocabulary, even more so with the use of technology that could help learners.

students in their learning process during the language communication studies that the teacher presents in his class and those students like to have an active participation in oral language as well as communication through listening and reading in which students focus more; and the minimum percent of students like writing, since it is the least attractive to learn a linguistic language.

According to Silvana Acosta (2015), she proposed linguistic intelligence: 'As that which develops to process information from a representation system to recognize the phonological, syntactic or semantic validity in a significant act of that language.'. Linguistics is the science that seeks to study language and teaches us that it can be shown in two main forms, orally, written or graphically.

According to the results obtained, it was found that from twenty-three students I was applied just twenty surveys because the attendance was low, and the other hand it could get achieve the aim that was describing the linguistic intelligent in the learning process. In a positive way through the questions made the students and the teacher.

According to the specific objective 2 to assess the insertion of technology and its effect in the linguistic intelligence process in English instruction in students of sixth grade at Sabadell school during the second semester 2023.

In order to measure this objective, the question number 6, Do you like to learn English by using technological tools or working in groups in the classroom? And question 3 in the interview, do you consider that the inclusion of technology in linguistic intelligence is a fundamental part of learning? The results were sixty five percent who likes to learn English using technology and thirty percent working in groups that suggest technology as a great way in the learning process while acquiring the language and working in groups developing their linguistic intelligence at the same time of learning with technology on the other hand teacher confirm the inclusion of technology in linguistic intelligence can be valuable and complementary part of learning, depending the context and individual preferences. We can see it in the question number 9 and see the results in the graphic 5 where a hundred percent of students consider the importance of using technology at the same time of learning English.

The result might suggest that the effects of technology in linguistic intelligence in English instruction has been positive, since technology is a great tool in the development of skills in English also, is a fact that using traditional methodologies can be more effective in linguistic intelligence when teachers adapt this new didactic device. Consequently, the evidences, showed the students and teacher perspective since their personal experience. The teacher affirmed that he has better results when he uses technology, students have a better

development in their linguistic skills, on the other hand students expressed how the impact this inclusion has had in their English learning process.

This data is according to the author (sanchez, 2019) It must be recognized that technologies provide economic, social, pedagogical and cultural benefits to those who use them appropriately. For this reason, it is important to use technologies as a didactic device.

From a constructivist point of view, it is necessary to consider the use of ICTs as a cognitive tool, that is, to teach-learn with ICTs by carrying out collaborative and interdisciplinary activities.   The real revolution occurred with the appearance and dissemination of the World Wide Web (WWW), since it has made it possible to make information and endless communication resources available to everyone.

Taking into account the theory and the results, the reliability of this data was impacted by the attendance, the number of students was 23 but the survey was applied to 20 students all the information we found and the survey we have applied we can say thar the insertion of technology and its effect in the linguistic intelligence as a positive inclusion in the learning process in the English language

5.1 CONCLUSION

This work was focused on analyzing the effects of technology in linguistic intelligence in an instructional context to guide educators towards innovative approaches that nurture the language proficiency and technological literacy in young learners.

The research into the realm of linguistic intelligence within the context of English instruction enhanced by the integration of technology, has yield positive outcomes in the vibrant setting of Sabadell school Matagalpa. By delving into the specific of linguistic intelligence in the learning process and assessing the impact of technology, this study not only met its objectives but illuminated a path way towards innovative strategies.

It is concluded that:

The positive results obtained both from student service and the teacher interviews underscore the efficacy of this approach.

The linguistic intelligence and technology present a promising avenue for fostering enhanced English proficiency.

The groundwork here paves the way for continued exploration and application of such methodologies in the dynamic landscape of language education

5.2 RECOMMENDATIONS

In this study the researcher aims to provide some important recommendations for achieving enhancements:

For Teachers:

1. Integrate technology effectively as a tool to enhance linguistic intelligence in English instruction.

2. Consider adopting a balanced approach, combining traditional methodologies with modern didactic devices for effective language learning.

3. Share personal experiences and positive outcomes when using technology in teaching to motivate other educators.

4. Continuously assess and adapt teaching methods based on student responses to maintain an effective and dynamic learning environment.

For Students:

1. Embrace the use of technology as a valuable tool for improving linguistic intelligence and English language skills.

2. Recognize the benefits of a balanced approach to learning, appreciating both traditional and modern teaching methodologies.

3. Express your preferences and experiences regarding the impact of technology on your English learning process.

4. Stay open to different teaching methods and be willing to adapt to various approaches to enhance language skills.

For next researchers:

These recommendations aim to guide future researchers in building upon the current study and expanding the knowledge based in the field of language education and technology integration.

Conducting in depth investigations into specific technologies and their impact on linguistic intelligence to provide more detailed insights, also, exploring innovative ways to blend traditional and modern teaching methodologies to create a comprehensive and adaptable language learning framework.

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Appendix 1. Operationalization of variables

Variables	Definition	Sub variables	Indicator	Questions	Instruments	Addressed to
Linguistic intelligence	It is linked to the ability to use oral and written language to communicate, clearly expressing thoughts and feelings, relating ideas and putting them into words. (silvana, pág. 2015)	Importance	characteristics	How has the use of linguistic intelligence contributed to the learning of English?	interview	teacher
		Process in linguistic learning	engaging linguistic activities	Do you like to participate in oral activities? Do you like to read and make exercises on the board? do you like interact with your classmates when you learn something new?	survey	students
				What kind of engaging linguistic activities do you use when you teach?	interview	teacher
technology	**Technology**, the application of scientific knowledge to the practical aims of human life or, as it is sometimes phrased, to the change and manipulation of the human environment. (editors, 2023)	importance	Technology in English instruction	As an English teacher do you think in technology as a positive inclusion in the learning process? Do you use technology in your class? What is your experience in technology management? Do you think is important the use of technology during the class?	interview	teacher
				Do you think is important the use of technology during the class	survey	student

		effects of technology in linguistic intelligence	ICTs with the educational process	Do you consider that the inclusion of technology in linguistic intelligence is a fundamental part of learning? Do you think technology can make education linguistically more inclusive? Do you get better linguistic results when you use technology? What kind of technology resources do you use in your class?	interview	Teacher
		Resources and methods	Interactivity Dynamism			
				Do you like to share when you learn something after watching a video or listen an audio? How do you feel more comfortable when you learn English language? By: Listening Speaking Reading Writing Do you like to learn English by using technological tools or working in groups in the classroom?	survey	student

		Roles of the teacher in the ICT Classroom	ICT classroom	What do you think about the new technological trends and their impact on education? Do you think technology can make education linguistically more inclusive? Do you use technology in your class? What kind of technology resources do you use in your class?	interview	teacher
				Do you think is important the use of technology during the class? Is it important to learn to use technological means at the same time as learning English? Do you like when teacher brings you to the ICT classroom? How do you evaluate the new teaching method using technology in the English language?	survey	student

Appendix 2: Interview addressed to teacher from Sabadell school

Interview

1- How has linguistic intelligence contributed to the learning of English?

2- What kind of engaging linguistic activities do you use when you teach?

3- Do you consider that the inclusion of technology in linguistic intelligence is a fundamental part of learning?

4- As an English teacher do you think in technology as a positive inclusion in the learning process?

5- Do you use technology in your class?

6- What kind of technology resources do you use in your class?

7- What is your experience in technology management?

8- Do you get better linguistic results when you use technology?

9- What do you think about the new technological trends and their impact on education?

10- Do you think technology can make education linguistically more inclusive?

appendix 3: Survey addressed to students from Sabadell school

1-Do you like to participate in oral activities?

Yes

No

Sometimes

2- **Do you like to read and make exercises on the board?**

Yes

No

sometimes

3- Do you like interact with your classmates when you learn something new?

Yes

No

Sometimes

4- How do you feel more comfortable when you learn English language?

By:

Listening

Speaking

Reading

Writing

5- Do you think is important the use of technology during the class?

Yes, I like it

Not at all

I don't like

6- Do you like to learn English by using technological tools or working in groups in the classroom?

Using technological tools

Working in groups

No one

7- Do you like to share when you learn something after watching a video or listen an audio?

Yes

No

Sometimes

8- Do you like when teacher brings you to the ICT classroom?

Yes

No

Sometimes

9- Is it important to learn to use technological means at the same time as learning English?

Yes

no

10- How do you evaluate the new teaching method using technology in the English language?

excellent

good

satisfactory

adequate

Appendix 4: Analysis and interpretation of results table

	Objective 1	Objective 2
Specific objective	To describe the linguistic intelligence in the learning process of students from sixth grade at Sabadell school	To assess the insertion of technology and its effect in the linguistic intelligence process in English instruction in students of sixth grade
Questions results summary	The question number one about the interview that answer to the first objective, The teacher says that In summary, linguistic intelligence has contributed to the Learning English in various aspects of English language learning, from comprehension have a natural aptitude for understanding and processing language and vocabulary in this case. According to the questions number one and three about the survey that can answer to first objective of this research In this first question the results about it, are that the forty percent of students like to participate in oral activities the other forty percent don't like to participate in oral activities. And just the ten percent of students said sometimes The 3rd questions the forty percent of students feel more comfortable when speak. The thirty percent of students feel more comfortable when read. The twenty dice percent of students feel more comfortable when listen. The five percent of students feel more conformable when write.	. In order to measure this objective, the question number 6, Do you like to learn English by using technological tools or working in groups in the classroom? And question 3 in the interview, do you consider that the inclusion of technology in linguistic intelligence is a fundamental part of learning? The results were sixty five percent who likes to learn English using technology and thirty percent working in groups that suggest technology as a great way in the learning process while acquiring the language and working in groups developing their linguistic intelligence at the same time of learning with technology on the other hand teacher confirm the inclusion of technology in linguistic intelligence can be valuable and complementary part of learning, depending the context and individual preferences. We can see it in the question number 9 and see the results in the graphic 5 where a hundred percent of students consider the importance of using technology at the same time of learning English
Interpretation of results	It is stated that linguistic intelligence has played a crucial role in learning English, covering various aspects such as comprehension, the natural aptitude to understand and process language and vocabulary, even more so with the use of technology that could help learners. students in their learning process during the language communication studies that the	The result might suggest that the effects of technology in linguistic intelligence in English instruction has been positive, since technology is a great tool in the development of skills in English also, is a fact that using traditional methodologies can be more effective in linguistic intelligence when

	teacher presents in his class and that students like to have an active participation in oral language as well as communication through listening and reading in which students focus more; and the minimum percent of students like writing, since it is the least attractive to learn a linguistic language.	teachers adapt this new didactic device. Consequently, the evidences, showed the students and teacher perspective since their personal experience. The teacher affirmed that he has better results when he uses technology, students have a better development in their linguistic skills, on the other hand students expressed how the impact this inclusion has had in their English learning process,
Theory and literature review implications	According to Silvana Acosta (2015), she proposes linguistic intelligence: 'As that which develops to process information from a representation system to recognize the phonological, syntactic or semantic validity in a significant act of that language.' . Linguistics is the science that seeks to study language and teaches us that it can be shown in two main forms, orally, written or graphically.	This data is according to the author (sanchez, 2019) It must be recognized that technologies provide economic, social, pedagogical and cultural benefits to those who use them appropriately. For this reason, it is important to use technologies as a didactic device. From a constructivist point of view, it is necessary to consider the use of ICTs as a cognitive tool, that is, to teach-learn with ICTs by carrying out collaborative and interdisciplinary activities. The real revolution occurred with the appearance and dissemination of the World Wide Web (WWW), since it has made it possible to make information and endless communication resources available to everyone.
Reflective analysis	According to the results obtained, it was found that from twenty-three students I was applied just twenty surveys because the attendance was low, and the other hand it could get achieve the aim that was describing the linguistic intelligent in the learning process. In a positive way through the questions made the students and the teacher.	taking into account the theory and the results, the reliability of this data was impacted by the attendance, the number of students was 23 but the survey was applied to 20 students all the information we found and the survey we have applied we can say thar the insertion of technology and its effect in the linguistic intelligence as a positive inclusion in the learning process in the English language

image 1

image 2

image 3

Image 4