How does the implementation of Multiple intelligences Theory with first graders hold their positive attitude towards English at I. E. Sagrado Corazón

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Abstract

Recognition of different learning styles is one of the biggest challenges for teachers today and taking into account intelligence is a concept wider than only to be good with numbers or letters. In my case, the awareness of these differences in the students propitiated a pleasant environment with a positive attitude. This paper reports an action research study conducted in first grade in a public school intended to hold this positive attitude through the implementation of activities based on Multiple Intelligence Theory (MIT). The data was collected through one teaching journal, one check list with the Cooperating Teacher’s observations and one students’ survey. The findings indicated the high degree of motivation teachers can achieve when the students’ abilities and talents are encouraged.

Keywords: Multiple Intelligences Theory (MIT), Intelligence, Intrinsic motivation, learning styles.
Degree Requirement

This action research project is submitted as a requirement of the Bachelor of Education in Teaching Foreign Languages (English-French) at the Escuela de Idiomas, Universidad de Antioquia in Medellín, Colombia. This process was carried out at Institución Educativa Sagrado Corazón in Bello, Antioquia.
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Preface

Nowadays, teachers are not the main characters in the process of learning in a classroom. Indeed, teachers play a great and important role but they are not enough in a successful educative process. In this way, it is necessary to involve students in their own process, giving them participation, and propitiating healthy and pleasant educative environments. The teachers’ role can be precisely to encourage students’ participation and interest through new ways to interrelate learning with their interests, skills and talents.

This research project was carried out with a group of first graders in the Institución Educativa Sagrado Corazón, a public school from Bello, Antioquia. According to my experience as student-teacher, I knew those young students needed more than only write, memorize or read during a class of languages. Then, in order to facilitate their learning, I found new activities based on Multiple Intelligences Theory (MIT), implemented during the classes.

I present the process and the results of this implementation that allow keeping the students’ positive attitude towards the English and my awareness in my role as a language teacher and the students’ role.
Description of the Context

This research project was carried out in Institución Educativa Sagrado Corazón in Bello, a public school located in the North of the Metropolitan Area, in Manchester neighborhood, which was founded in 1959. The school has about 800 students, distributed in 11 small classrooms. According to the Educational Project of the institution, it is located in the downtown of Bello, with facilities to access to public transportation; it educates children and teenagers from surrounding neighborhoods from the strata 1, 2 and 3. The slogan of the institution is “Educamos con amor para un futuro mejor”.

Based on the PEI, this institution has a mission based on guaranteeing education with humanity, quality and equity, with the educational levels of preschool, elementary and high school. Its school activities take place in morning for elementary school, and in afternoon for high school. On the other hand, according to the PEI, its methodology is based on formal and in-person education, with emphasis on humanities, work and citizen competences. Among its principles are autonomy, diversity, commitment, constant communication, human dignity, democracy, cultural diversity, and gender respect.

Concerning the structure, the school has a small library and a computers room, both with a restrictive schedule. Moreover, it has a small school playground with a basketball court. According to the Manual de Convivencia Chapter 4, item 56, it cannot be used for playing, running or using balls during the breaks because of the limited space and the danger for the students. On the contrary, this place is used only for eating, talking or walking; because of this, according to the item 67 in the same chapter of the Manual de Convivencia, for the physical education classes elementary school’s students have to go to Comfama located in a closed
neighborhood. However, students did not have any class over there during this year. Also, the institution has a special educational needs classroom, whose main function is the inclusion of students who have Special Educational Needs (SEN), such as autism, intellectual impairment, or a difficulty or a physical, cognitive or sensorial disability. The teacher in charge of this classroom has a degree in Reeducative Pedagogy and she works in the school since 2010.

The school does not have materials for the English class, especially for elementary courses. In the elementary grades, teachers from these courses must look for their own textbooks and worksheets to work in the classes. Also, there is a TV set in each classroom; however there are not enough laptops in the secretary’s office, so the teachers have to share some laptops that are in the institution. At the moment, this is the tool available in the institution for the English work.

Concerning the course, I worked with a first grade with 32 students, a group of boys and girls whose ages ranged from 5 to 7 years old. Besides, there were two overage students that have Special Educational Needs; they were 8 and 11 years old. In order to improve some disruptive behaviors, such as lack of attention, slow writing, and familiar difficulties, sometimes the teacher of special educational needs classroom or the teacher of the group called some parents, and sometimes they were inside the classroom sitting next to their kids.

The cooperative teacher (CT) has a Bachelor degree in Child Education with psychopedagogical emphasis. She did not know English, although this subject is included among the subjects she must teach. Thus, she tried to teach the little she knew and with few resources she got, for example her daughter’s textbook from a private school, or any textbook for first grade.
Nevertheless this situation, she wanted her students learned English and she tried to help me in what she could. She was very kind, respectful and patient with her students and with me.

The cooperating teacher did not follow any English program. On the other hand, she taught some isolated words. The only class she gave at the beginning of the observations was basically teaching vocabulary, and drawing the corresponding picture in the blackboard, without any oral English production by her or by her students. After the first observation, she devoted the English schedule to other subjects. I started to teach in the second month and the CT did not teach any other English class; thus, I assumed the control of this subject apart from that moment.

**Statement of the Problem**

At the very beginning of my practicum, I thought the main problematic situation in this group would be the two students with Special Educational Needs (SEN) enrolled in the course. When I knew these students, their acceptance into the group and their performance in class I realized I had to change my view. After the first month of observations and the first classes, I decided I did not have a problem with my group; on the contrary, I had seen some situations I could potentiate. In fact, I just considered some issues to shape the situation for the research question, but I never considered it like a problem.

For the statement of the “problem”, I am going to present the four main issues I consider help defining it: The few English knowledge; the lack of a clear syllabus; the different situations for using the available resources; and difficulties to explore body – sense awareness with children at this age, due to the school limits of space.

As I mentioned in the context, my CT – as many other teachers in public elementary schools in our context –, had to teach English regardless the lack of training and knowledge of
the language. In fact, in informal conversations, she told me she did not know any English and
that the school did not give any tool, material or help for teaching it. Thus, in the only English
class I observed to her she basically transcribed and translated isolated words, trying to teach the
pronunciation of that vocabulary doing her best effort. She also showed me that in some cases
she brought some photocopies from her daughter’s school textbook when she needed them:

The teacher told me that she will apply an English test next Friday, but like a workshop in
class. She showed me the worksheet. It was a photocopy from an English textbook, about
four or five school supplies: Pen, ruler, sharpener, glue stick. Children must color it and
put a tick if the object is in the picture above. I observed that the photocopy did not
coincide with the lesson for today. (Journal entry #11, March 14th, 2016).

Any English class was taught by the CT during this month in the compulsory two hours of
English. Instead she devoted the rest of time to the other subjects, like Math or Science. Then,
since I had to observe her for the first month before I began teaching, I attended those classes
where she wrote a text on the blackboard and drew pictures related to the texts that the students
had to transcribe and drew too. Also, I saw that during the classes there were some students’
parents. According to the CT they attended the classes because she needed them with their
children, to help the kids to transcribe the texts written on the blackboard in each class.
Sometimes, the parents interrupted the rhythm of the CT’s classes; however, she allowed this
situation:

Last week, the CT called some parents of some of the kids with difficulties in the
classroom, for example kids that do not write in her class or that do not pay attention or
kids that seem lazy in the classroom. The parents went to the school and stayed with the kids during the class. (Journal entry #12, March 14th, 2016).

At the beginning of my teaching, some of those parents stayed in my class interrupting too, but some classes later they stopped going.

Regarding the syllabus, I asked my CT many times to show it to me. I received two versions: One I thought she designed on her own which basically included vocabulary like family members, colors, school supplies and greetings; and a second one, that although it was more detailed because it included more topics and some standards for this grade, it did not give me the necessary elements to plan my classes, such as number of hours for the term, or the sequence on the topics, just only the names of the topics for the complete year.

At the beginning, I taught isolated topics, but in conversations with my teacher advisor she suggested me to design lesson plans trying to connect the topics with students’ realities e.g. “we saw the rainbow song, they (students) liked it and they told me about their favorite color. Most of the girls told me pink”. (Journal entry #12, March 14th, 2016). Thus, in a first attempt to connect the topics in interrelated lessons, I designed a sort of thematic unit with the topics for the second term.

In terms of materials, there is a TV set in the classroom, though there is not a laptop; it is necessary to connect one, which according with the school’s secretary is given by the school to each teacher. Moreover, it was difficult that the school lent the laptop to me for the classes. I had to look for it every class, sometimes some teachers lent their personal laptops to me, and sometimes I did not have one. During the first month of observations I could see that although there was this material available in the classroom, the CT did not use it, except in the first session
I observed her. In informal conversations, she told me the reason is she needed the help of high school’s students to connect the equipment and also because she did not have the laptop from the school.

Concerning the last issue presenting in the introduction, one of the situations was the lack of a physical space for enjoyment. I observed the kids during the breaks and they did not have any place, game or activity to play during this time. The school playground is too small and the students wanted to run or to play in it, but teachers constantly said to them they were forbidden to play or to run in that space. Then, they only ate, talked, or walked in it. I even saw that once students brought some of their toys, to play in a corner of the playground. Additionally, students did not have Physical Education classes because of the lack of space in the school, and as I mentioned in the context, in the Manual de Convivencia says that for elementary courses the school hires Comfama’s services, located in Perez neighborhood; however they did not have any class over there during this year.

Since my first class I used songs, games, and videos based on my previous teaching experiences and in my beliefs about how children could learn English in an engaging and fun way. Moreover, I allowed children to jump, to dance, to sing and to play during the lessons, exploring the work with different kids’ abilities in the classroom. All of this in accordance with the place of games that Achkasova (2013) gives in teaching children: “Games are the leading activity at that age that they cannot be something complementary to teaching, and they are the core of it. Every learning exercise, every item for practice with young children should be developed as a game” (p. 389).
As time went by, I began to notice some attitudes during my classes. Considering “attitudes”, as Baker (2008) cited by Bhaskar, V. and Soundiraraj, S., say: “dispositions to approach an object, a person, an institution or an event favourably or unfavourably” (2013, p.112). Also, thinking about the students’ reactions and feelings they showed during the lessons, I found that “learners’ attitudes play a vital role in maximizing learning and teaching output. Learners’ attitude can be defined as a collection of feelings regarding language use and its status in the society. The feelings are good, bad and neutral” (Ahmed, S., 2015, p.6). In each class, they seemed to be pleased and motivated, showing a positive attitude towards English:

“When I entered to the classroom, students smiled and asked me for the activities of every class. They started to consider the classes engaging and fun, as a student said:

“When the class ended, A. comes to me and tells me: “Goodbye teacher, tus clases son muy divertidas”. (Journal entry #12, March 14th, 2016).

Also, they thought the English songs were nice and they liked them: “I played the days of the week song and a girl expressed: “¡Esa es mi favorita!”’. She smiled watching the video” (Journal entry #19, May 16th, 2016). Furthermore, they asked for games I brought to the classes:

“Another student asked me if I brought the game (the Memory game from the last class), and I answered yes” (Journal entry #17, April 25th, 2016). They took advantage of every song for singing, clapping, dancing and moving their bodies, involving their senses in the learning process.

Taking into account the authors mentioned before and the children’s responses to the activities and strategies applied in the English classes until now, I decided to work around the Multiple Intelligences Theory (MIT) to support and encourage my teaching proposals, understanding it as a rationalist theory in which Howard Gardner developed eight different
intelligences “in response to the need to reach a better understanding of how cognitive individual differences can be addressed and developed in the classroom” (Arnold, J. and Fonseca, M., 2004, p.119-120).

**Theoretical Framework**

The classes where teachers transmitted their knowledge from their heads to the students’ heads with students sat in rows in silence, and the emphasis on linguistic and mathematic abilities have been questioned in the last decades (Gardner, H. & Hatch, T., 1989), and as it was mentioned in the statement of the problem, the use of memory, transcription and repetition are still current practices. Nowadays, one of the biggest challenges for teachers is the recognition of different learning styles and how each learner learns. As Simeone, W. (1995, p.60) states: “We have a responsibility to remember that many of our students require a different set of tools to master the concepts in our curriculum”.

The views of intelligence have changed too. Going beyond the word *intelligence*, Gardner and Hatch defined it “as the capacity to solve problems or to fashion products that are valued in one or more cultural settings and detailed a set of criteria for what counts as a human intelligence”. (Gardner, H. & Hatch, T. 1989, p.5). His revolutionary thinking about considering other human capacities like intelligences was a stress widening on linguistic and logical capacities favored in schools:

Problem solving is recognized as a crucial component, but the ability to fashion a product—to write a symphony, execute a painting, stage a play, build up and manage an organization, carry out an experiment— is not included, presumably because the afore
mentioned capacities cannot be probed adequately in short-answer tests. (Gardner, H. & Hatch, T. 1989, p.5).

Thus, teachers should identify students’ strengths and weaknesses, in order to potentiate the strengths and avoid to overvalue or to underestimate some capacities or another ones, as Gardner, H. & Hatch, T. also said: “In contrast to traditional paper-and-pencil tests, with their inherent bias toward linguistic and logical skills, intelligence-fair measures seek to respect the different modes of thinking and performance that distinguish each intelligence” (1989, p.6).

In this way, in 1983 Gardner added to mathematic and linguistic abilities the concept of seven intelligences. In 1999 he added one more to this original set, resulting to the date eight intelligences: Linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, naturalistic, interpersonal, and intrapersonal. According to the Gardner’s Multiple Intelligence Theory (MIT) (Brualdi, A., 1996, p.3), “the theory of multiple intelligences implies that educators should recognize and teach to a broader range of talents and skills”. Thus, every person possesses the eight intelligences, ones more developed than others, which means “each child will have his own unique set of intellectual strengths and weaknesses. These sets determine how easy (or difficult) it is for a student to learn information when it is presented in a particular manner” (Brualdi, A., 1996, p.4). This particular way how students learn is called learning style, and as Arnold, J. and Fonseca, M. state, “the students in our classrooms have greatly different learning profiles” (2004, p.120), and it is our duty to differentiate and potentiate them.

However, to achieve this goal teachers must not necessarily design a different class for each different student, but as Moran, Kornhaber and Gardner, 2006; Heacox, 2002 (cited by Saricaoglu, A. and Arikan, A.) say, “materials should allow students with different intelligence
types to interact with each other and to develop the intelligence in which they are less strong” (2009, p. 112). That is, teachers have to take advantage of lesson planning for designing different activities according to diverse learning styles found in each classroom, also understanding that every student possesses the eight intelligences and all of them need to develop each skill.

This recognition of learners’ diversity and strategies implemented during the first sessions of the English classes, allowed me to think about the use of MIT as a useful tool for taking into account the holistic nature of learners and the capacity to explore their multiple abilities while learning a foreign language. According to Arnold, J. and Fonseca, M. (2004, p.120), MIT in the EFL classroom “is a teacher-friendly tool for lesson planning that can increase the attractiveness of language learning tasks and therefore create favorable motivational conditions”. Also, because this theory allowed me to explore other children’s skills, different to writing and reading for teaching English, and considering the students’ difficulties to write and to transcribe from the board that I found during the classes observations; Gardner and Hatch said in this particular:

Thus, even at the preschool level, language capacity is not assessed in terms of vocabulary, definitions, or similarities, but rather as manifest in story telling (the novelist) and reporting (the journalist). Instead of attempting to assess spatial skills in isolation, we observe children as they are drawing (the artist) or taking apart and putting together objects (the mechanic) (Gardner, H. & Hatch, T. 1989, p.6).

Furthermore, I found in my group of practicum different paces in writing and reading; however, each student had to fulfill the school’s objectives in writing and reading for this level. Concerning to this, I referred to one of the readings with my teacher advisor about the
development of reading and writing in kids that according to Salmon, A. (2001, p.55) is different in each child:

El desarrollo de la lectoescritura no se da en línea recta ni responder a edades específicas. El crecimiento de los niños se da en zig-zag, es decir, a medida que los niños se apropian de nuevos comportamientos, también experimentarán regresiones. Se puede comparar con un niño que empieza a caminar.

In addition, as I mentioned in the context and in the statement of the problem, I found that my group of practicum did not have a physical place or a specific class where they could explore their physical abilities, for example the bodily-kinesthetic intelligence. According to Snowman, J. & Biehler, R. (2010), talking about physical characteristics of beginning young learners, they say, “children in the primary grades (1-3) are still extremely active”. In accordance with Simeone, W. (1995, p.60), “students need to get off their chairs and to be active participants in the educational process”, as a part of their learning process and as Arnold, J. and Fonseca, M. point out:

Neurophysiologist Hannaford has studied the relationship between learning and the body, and she points to the benefits of taking the physical side of learner into account and incorporating movement in the classroom, including bringing a greater supply of oxygen to the brain and increasing the energy level of students (2004, p. 121).

Besides increasing of self-esteem and confidence in learners, MIT can propitiate a meaningful learning environment where, according to Ausubel, students learn new information connecting it with relevant concepts they already know, stresses meaningful rather than rote learning (Ausubel, D., 1983). This can be very useful in language classrooms because as Arnold, J. and Fonseca, M. state:
Teachers are better able to tap into the areas of personal meaningfulness of their students since they are recognizing the differences inherent in the students and putting individuals with their different ways of learning where they belong back at the centre of the learning process (2004, p.125).

While I implemented the use of MIT, I observed the positive attitude the students showed, and I could relate it with the motivation they had for the classes. According to Ahmed, S. “Motivation that students bring to class is the biggest single factor affecting their success. Motivation is some kind of internal drive that encourages somebody to pursue a course of action” (2015, p.6). However, “a nurturing, positive learning environment is essential to truly fostering the innate motivation of children” (Fitch, V. 2013, p.12). During the development of the practicum, I could see that if the students are highly motivated it will be easier to keep their attention and their results in the learning process will be better. For that reason, it was necessary to foster strategies to involve and to become comfortable the students into the classroom, increasing their intrinsic motivation which is “defined as participating for pleasure, or satisfaction derived from performing an act” (Banfield, J. and Wilkerson, B. 2014, p.292), opposite the extrinsic motivation determined by external factors like “recognition, grades, and other performance metrics” (Banfield, J. and Wilkerson, B. 2014, p.292). During the process some school actors told my students some reasons to learn English, but I can say their motivation was born inside the classroom during this year, being this practicum their first experience with the foreign language.

All these concepts helped to support this action research study, making English engaging and meaningful, and holding the positive attitude with which they began the course. For that reason, in this action research project I wanted to answer the following question:
**Research Question**

After having a great response since the first classes, promoting the use of students’ different skills, I thought I needed to keep this positive attitude through the implementation of activities and actions that were engaging for them. That is the reason for the research question: How does the implementation of Multiple Intelligences Theory with first graders hold their positive attitude towards English at I. E. Sagrado Corazón?

**General Objective**

To implement strategies based on Multiple Intelligences Theory to reinforce a positive attitude towards the English class.

**Specific Objectives**

- To design the lessons mixing the different intelligences.
- To promote interaction with all intelligences through the materials used in the classes.
- To encourage students to use English through an engaging way using MIT.

**Action Plan**

To achieve the objectives proposed in the research, the first step was to organize the English program for this grade, gather the topics in a kind of thematic unit, due to the lack of a syllabus. After selecting the topics, I designed activities mixing diverse kind of intelligences, fostering students’ talents and abilities. Besides, I implemented one check list for the CT and one survey designed for young students, connecting the questions with multiple intelligences: The check list in the middle (August) of the term to know the teacher’s perceptions about the classes, and one survey at the end (October), to observe the process and identify traits of positive attitude.
Finally, for the evaluation I took into account approximations to the writing of the words, and I designed tests according to the age of my students and the standards for this level.

**Development of Actions**

Since the beginning of the practicum, as I mentioned above, the situations I had to face were: To organize the syllabus into thematic units; the use of songs and games in the classes; the discipline matters and the assessment that was not included since the beginning.

I started using songs, games and videos related with musical and kinesthetic intelligence; however, I did not aware of the use of these intelligences since the beginning. Firstly, I continued with the use of thematic units in the planning, and implementing more activities related to games and songs for children with movements, taking advantage of children ages and contributing to supply the need due to the lack of physical activities in the school. I included some activities outside the classroom too, for changing the class ambiance.

Second, after vacations since July 25th to October 31st I continued with the use of songs and games, and mostly planned the lessons from the topics from the syllabus. I included new activities some in relation to my research topic but I would say that only up to the last term I realized the implicit use of the different multiple intelligences I was using in class. In this way, just in one of the classes I was aware of them and I planned with the intelligence in mind. This was the case of the intrapersonal intelligence which was not included in any planning, and then I decided to work around it with the topic of feelings.

Third, concerning the discipline matters, during the first semester the students’ behavior was positive too: They were very attentive and calm, despite the emotions that songs and games awoke among them. However, after vacations I started to notice some misbehavior. For that
reason, on August 22nd and 29th I included in my planning some activities concerning classroom rules I did at the beginning of the classes to improve students’ behaviors. Besides, we designed five main rules for the classes with the students’ help, although it was not included in the initial action plan.

Lastly, the term evaluation for the students that the CT did in the first semester paid a lot of attention to writing accuracy in the final results of the test but not the process, something I did not agree with. Then, when it was my turn to evaluate during the second semester, I designed tests according to the students writing and reading level and in accordance with the “basic standards for competences in foreign language”; also, taking into account the relation between images and words, something was not included at the beginning with the CT.

Finally, concerning the data collection instruments, on August 22nd my CT filled up a check list I designed in order to know her perceptions about the motivation and participation of the students. On October 24th when the process was almost over, I applied a survey to my students, about their feelings and perceptions about the activities and the class. The survey that had six questions was designed including graphics, drawings and colors as suggested by Johnson, A. (2005, p.78). Besides, I used a teaching journal with more than 30 entries as data collection tool too, where I registered the events, reactions and reflections in each class, my teacher advisor’s comments and situations to improve or to take advantage of. In it, I also registered the teacher advisor’s observations, where she could give me advices and suggestions about my process, for my group in particular and my professional practicum.
Findings and Interpretations

After collecting data from the journals, the check list and the survey, I used an inductive approach to analyze the instruments. Since I had labeled in my journal pre-categories throughout the semester I organized them into groups of recurrent patterns. Finally, I coded them into two categories that explained a very important finding to me: The two main actors involved in the process of learning, students and teacher. This can be an obvious statement however I realized the teacher is not the only one who has the control or the power in a classroom. The two categories were: Intrinsic motivation and Teacher’s awareness when using new strategies.

Students’ Intrinsic Motivation.

This category explains the different types of expressions students performed to show intrinsic motivation (Banfield, J. and Wilkerson, B., 2014) for the activities in class, that I considered displayed a positive attitude towards the class. It is divided into four subcategories:

*Interest to be in class*, it is supported in some of the instruments:

In the journal: “At 8:15 a.m. C. asked me at what time the English class would start. I told her we had to wait and she showed an anxious expression” (Journal entry #17, April 25th, 2016).

This was also demonstrated in the survey, through the feelings the students experienced; I wrote: In general, the students (31 total responses) were happy and excited; other feelings like confusion and shame were not an obstacle for enjoying, participating and having interest, as they showed during all year. It demonstrated that the classes were not monotonous and similar among them (See Table 1).
Finally, last source for supporting the students’ interest was the check list filled by the CT, as follows: “Los niños están muy motivados e interesados, lo demuestran con su participación y trabajo” (Check list, August 22\textsuperscript{nd}, 2016).

Willingness and interest to participate in class. One of the most valuable situations in the classes for me was I never begged for the students’ participation. They were always willing to participate, even anxious to do it:

I pasted on the board the Memory game I brought for today. When they saw the game, I listened to some kids saying: ¡Wow! I asked them if someone knew how to play that game. They did not know. Then, I explained how to play it. Many of them raised their hands and said: Me! Asking for participate in the game. (Journal entry #16, April 18\textsuperscript{th}, 2016).

The CT confirmed this observation in the check list: “Los niños participan a voluntad propia sin rogarles ni insistirles. Todos quieren estar. Cuando es festivo preguntan por la clase y manifiestan mucha disponibilidad frente a la clase de inglés” (Check list, August 22\textsuperscript{nd}, 2016).

Besides, in the survey I found the students experienced different feelings when they participated going to the board (See Table 2).
Although most of the students felt happy/excited with this activity, a considerable amount of the students felt different feelings associated with doing a stressing task. However, they never refused to participate in front of their classmates.

Besides, they showed curiosity and anxiety for the class, as I mentioned in the journal: “The kids were very excited because the English class. Last Monday, one of them told me: “Profe, ¿cuándo va a volver a ponernos esos videos y esas canciones que nos ponía?” (Journal entry #20, July 25th, 2016).

And also: “While I was talking with the CT, some students came and said hello, and some of them said: Teacher, ¿ya casi entramos a la clase de inglés?” (Journal entry #25, September 25th, 2016).

Joy for songs and games. Most of the activities implemented during the classes were enjoyed by the students: “I played the known song Hockey Pockey. They seemed very glad for the song. They stood and smiled and started to sing the song” (Journal entry #20, July 25th, 2016), and “They were very excited, singing and counting like the cartoons on the videos. After, I
played the Days of the week song. This song is known for them and they liked it a lot. Some of them said: Yupi!” (Journal entry #21, August 21\textsuperscript{st}, 2016).

According to the CT, “Los niños disfrutan, memorizan y aprenden las canciones y juegos” (Check list, August 22\textsuperscript{nd}, 2016). Besides, in general the answers showed in the Table 3 based on the survey, demonstrated a good attitude towards the songs played through videos during the classes, although some students could feel ashamed, confused or even afraid. It showed me although apparently all group liked the songs, some students could experience some different feelings, linked to their mood, their likes or the topics (See Table 3).

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Percentage</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy/excited</td>
<td>75</td>
<td>21</td>
</tr>
<tr>
<td>Ashamed</td>
<td>32.1</td>
<td>9</td>
</tr>
<tr>
<td>Confused</td>
<td>25</td>
<td>7</td>
</tr>
<tr>
<td>Afraid</td>
<td>21.4</td>
<td>6</td>
</tr>
<tr>
<td>Sad/tired</td>
<td>3.6</td>
<td>1</td>
</tr>
<tr>
<td>Angry</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sleepy</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Recalling songs and videos. My students constantly asked me to repeat the songs and videos used during the classes: “They were astonished with the video and asked me to play it twice. J. asked to play it a third time, but we could not” (Journal entry #20, July 25\textsuperscript{th}, 2016). The CT expressed it on this way: “Los niños solicitan que se repitan los videos una vez vistos una primera vez. Hay canciones que les llaman más la atención y piden que se las coloquen nuevamente” (Check list, August 22\textsuperscript{nd}, 2016). On the other hand, when I asked the students about the most recalling songs of the class, just 5 students did not say anything. The other ones
mentioned many different songs, even some ones that are not so common or were recently played. The results can be observed in the Table 4, as follows:

**Table 4**

The most remembered songs

<table>
<thead>
<tr>
<th>Song</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five little fruits</td>
<td>6</td>
</tr>
<tr>
<td>Alphabet song</td>
<td>5</td>
</tr>
<tr>
<td>If you’re happy</td>
<td>5</td>
</tr>
<tr>
<td>Old McDonald had a farm</td>
<td>4</td>
</tr>
<tr>
<td>Baby shark (Shark attack)</td>
<td>3</td>
</tr>
<tr>
<td>Hello, how are you?</td>
<td>3</td>
</tr>
<tr>
<td>Color song</td>
<td>1</td>
</tr>
<tr>
<td>Walking in the jungle</td>
<td>1</td>
</tr>
</tbody>
</table>

**Teacher’s Awareness When Using New Strategies.**

This second category shows how I understood new ways to observe the English learning process, not only related to the written and oral code but the different ways to display a new topic in the class. This category is divided into three subcategories.

*Awareness in the planning with MIT.* I could explore the diverse intelligences and work around them. The most difficult issue was the investment of time in the planning and the creation of class material for each class. However, it allowed the creation of an adequate environment for English learning (Ausubel, D., 1983): Each new material, decoration, game, flashcard, poster and all the environmental print I designed was valued by the kids, who took advantage of them. For instance, I wrote in the journal:

I wanted to establish a different routine with the birthdays, taking advantage of the birthday’s decoration I made for them and the classroom. The students were excited
because they wanted to know when their birthday was. Some of them stood next to the wall and stared the balloons with the months and names (Journal entry #20, July 25th, 2016).

When I asked them in the survey about what other activity they would include in the English class, of 20 total responses, most of the answers were related with more sports, more games and more videos, although the answers were different (See Table 5).

**Table 5**

Different activities for the class

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hacer deportes: Patinaje, fútbol, escondidas</td>
<td>6</td>
</tr>
<tr>
<td>Más juegos</td>
<td>3</td>
</tr>
<tr>
<td>Más videos</td>
<td>3</td>
</tr>
<tr>
<td>Estudiar más inglés</td>
<td>2</td>
</tr>
<tr>
<td>Cantar</td>
<td>1</td>
</tr>
<tr>
<td>Frutas</td>
<td>1</td>
</tr>
<tr>
<td>Escribir</td>
<td>1</td>
</tr>
<tr>
<td>Más canciones</td>
<td>1</td>
</tr>
<tr>
<td>Un detalle</td>
<td>1</td>
</tr>
<tr>
<td>Evaluaciones más difíciles</td>
<td>1</td>
</tr>
</tbody>
</table>

These results showed me that some of the students would like to continue the current activities, like more videos, more songs, to sing, to write, to study English, but especially I noticed a recurrent necessity to movement and playing.

It was also important to realize through the journal that I was including several intelligences in the planning without being aware of it. This allowed me later to plan the classes more consciously and include the activities with multiple intelligences in the planning; for instance, regarding Musical intelligence I noticed that students liked songs because they imitated the gestures and actions, or when they recalled the songs, videos and games by themselves and asked them to listen or to play them twice or more times.
As for Naturalistic intelligence, I realized that it was worked through the thematic unit about animals, where we could talk and learn about animal sounds, parts of the animals, and their names; they could enjoy when they participated on the board and with some classes where we worked with recyclable materials and they could realize the importance of recycling and be part of this initiative.

Linguistic intelligence was implemented through memorization of names, learning of plurals, writing on the board, activities with word searches and some other activities around learning English; I realized they liked to do things I thought they did not want to able to do.

In the interpersonal intelligence we worked the cooperative work. They did some surveys and I implemented some classroom management strategies for controlling the discipline, where they cooperated together for good behavior and good results of their respective group.

Bodily-kinesthetic intelligence was useful because they needed moments where they could move and explore their body-sense awareness, something little developed because of the lack of space in the school; then, they jumped and played with the English songs, performed actions, played bowling, memory game, hot potatoe, “pañuelito”; also, they danced and played games outside the classroom.

Intrapersonal intelligence was developed when they had to reflect about their behavior and establish some rules for the class, and also with some reflections about their mood and feelings during lessons with some children tales.

Mathematic intelligence was enjoyed by them too. We worked with sets, match between numbers and quantity, songs where they had to count and games with numbers like Memory game.
Finally, I realized I never included Spatial intelligence in the planning, because of the lack of awareness and knowledge about it, but then I realized it was in fact included in an implicit way through drawings, graphics (table for pets during one class), and white sheets where they had to draw.

**Awareness of the correlation among intelligences.** I could explore more strategies to teach apart the emphasis on writing and reading, especially with these young students, as Gardner’s MIT explains (Brualdi, A., 1996). Besides the compulsory linguistic intelligence, I found some relations I could do while I was teaching and exploring MIT: Interpersonal-linguistic intelligence, through group work where they learned to write in English; with Musical-kinesthetic intelligence, they showed a great like or preference for visual aids, they enjoyed the music and moved their bodies with gestures and physical responses; Musical-naturalistic intelligence, in which they could remember previous classes, animal names and sounds; in Kinesthetic-linguistic intelligence, the implementation of games and sentences, repetition of rhymes and writing; Musical-linguistic, when they memorized sentences or when I used some videos with questions in them; Naturalistic-linguistic, they learned animal names and did word searches around animals; Mathematic-linguistic, with the topic of numbers in which they were learning to count and to write the numbers in English, and with the topic of there is/there are.

For this valuable and deep work around MIT and teaching of English I could realize they had fun while learning English; for instance I wrote on the journal: “When the class ended, A. came to me and told me: “Goodbye teacher, tus clases son muy divertidas” (Journal entry #12, March 14th, 2016). In the survey, for the question “¿Cómo te sientes con los juegos durante la clase?” of 31 total responses, 96,6% felt happy/excited and with a very low percentage the other feelings (See Table 6).
Table 6

Feelings during the games

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Percentage</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy/excited</td>
<td>96,6%</td>
<td>28</td>
</tr>
<tr>
<td>Afraid</td>
<td>17,2%</td>
<td>5</td>
</tr>
<tr>
<td>Ashamed</td>
<td>13,8%</td>
<td>4</td>
</tr>
<tr>
<td>Sad/tired</td>
<td>6,9%</td>
<td>2</td>
</tr>
<tr>
<td>Confused</td>
<td>3,4%</td>
<td>1</td>
</tr>
<tr>
<td>Angry</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Sleepy</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>

Through the lessons, I felt very satisfied because the students’ responses in terms of learning English. Every song, game and video served to connect previous knowledge with new ones. This was highlighted in the journal:

They started to recognize some songs and some commands; for example, with the song “If you are happy” I said “Stand up” and they immediately obeyed the order and sang the song, even those who were absent minded or lazy in the previous class with the teacher S. (Journal entry #13, March 28th, 2016).

And also: “After the song, I asked them about their mood. Most of them told me the word they learned from the video: Great! Wonderful! And at the same time they did the correspondent gesture” (Journal entry #15, April 11th, 2016).

Awareness to different ways to assess students in MIT. As I was working around a different way to teach, I needed to find different evaluation tools, in contrast with the CT’s evaluation. In this way, I kept in mind different paces of writing, approximations to words (in writing and reading), relation between pictures and words and evaluation according to what they learned during each lesson.
After these results, I found it is possible to interrelate other intelligences with linguistic intelligence that is to connect MIT to teaching English as a Foreign Language. I found teaching English is not a repetition matter; it is not limited to writing or accuracy. English can be besides a way to have fun, to express likes, to connect knowledge. Specially, I found I could fulfill the need of playing and movement in this group, due to the lack of space in the school. I confirmed that very young students need games and movements as the core of teaching, as I mentioned in the context (Snowman, J. & Biehler, R., 2010 and Simeone, W., 1995), and I took advantage of it.

Conclusions

According to this rewarding experience as English student-teacher in a public context, several teachings remained to me, when I think about my professional development and future performances as language English teacher.

First, all my preconceptions about working in a public institution and the practicum were defeated. In contrast, I found a wonderful group with intelligent and receptive children, a kind Cooperating Teacher and a warm and nice school environment. All of this propitiated an excellent experience for me, gratifying and unforgettable.

Besides, concerning the chosen theory, I discovered the intelligences are not a matter we can work separately, but they are malleable and we can be mixed for better results; even, there can be found small traits of some intelligence when working with another one. During the implementation of this project I could design classes involving the multiple intelligences for teaching English with excellent results, in addition to foster the positive attitude. Also, it is important to highlight the positive first impact children showed towards English through the implementation of this project, because this was their first experience with this language. In
addition to this, I confirmed what it was said at the beginning: In this school, children need more spaces and places where they can explore their body sense-awareness, a real need for them, and something they showed through the implementation of this work. Moreover, I learned a lot that the work with kids is time-consuming but gratifying: I always felt my reward when they enjoyed the classes and were expecting and glad to attend every day; also, I learned about the importance to be clear with the instructions we give and the expectations towards the students, not mattering the time invested.

Another significant conclusion for me was the need of evaluating according to the students’ competences and level. Working around MIT allow me to understand that students in all schools, in all social strata, and of all ages have different learning styles and different paces in learning; I reflected how we as teachers can help them to achieve the objectives of the learning potentiating their strengths and not highlighting their weaknesses.

Finally, as I mentioned before, I realized the teacher is not the only one who has the control or the power in a classroom. Teachers are just guides and the students are the protagonists of their own learning process. Listening to students’ interests and fostering their valuable and several skills are an essential ingredient for better results in learning.

**Reflection**

When I started this process I was a little worried because of the work in an unknown context like the public context and because I mistrusted my capacities. I was thinking about the new people I would meet and new experiences I would have to face. Nowadays, when the process is over and I am collecting the fruits of this hard work, I can say this beautiful process was a rewarding experience. I learned that things, people and situations are as everyone wants
them to be: If I am nice, people are nice; if I help others, people will help me; but if I have a negative attitude I will propitiate bad ambiance and my work will be harder.

This process was really important for me, because my confidence grew. I applied a crucial premise I learned from my practicum advisor: “Trust the learner, and trust yourself”. I realized my students had many capacities and talents like me, and my role with them was to highlight those opportunities. They really surprised me with their capacity of learning, their engagement and solidarity with other classmates who needed help. Also, my awareness in the importance of the research process improved, and finally I could face it effectively.

Besides, I renewed my professional practice, in terms I know now that I am not a finished “product”, that is I am not a perfect teacher; there is always something new to learn, something to improve and to do better. Finally, I concluded it is necessary to contextualize our educative practices and to be updated.
References


SUPPORTING A POSITIVE ATTITUDE THROUGH MIT


