

Multiple intelligences: A way to overcome speaking anxiety and improve speaking skills

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*“Take the attitude of a student, never be too big to ask questions,
never know too much to learn something new.”*

Og Mandino.

MULTIPLE INTELLIGENCES: A WAY TO OVERCOME SPEAKING ANXIETY AND IMPROVE SPEAKING SKILLS 3

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Abstract

This qualitative action research project was carried out with 35 seventh graders in an EFL classroom at the Instituto Pedagógico Nacional. This study proposed to describe the students' responses to the use of a set of activities based on the principles of Multiple Intelligences in order to overcome the speaking anxiety as well as to identify the role that those activities play to improve the speaking skills. Consequently, data collection instruments such as interviews, questionnaires, field-notes, artifacts, and recordings were implemented in order to gather evidence throughout the process. Besides, three cycles were designed in order to undertake the pedagogical intervention in which students were able to be involved in the activities proposed; in this sense, it was possible to analyze the findings by triangulating the data collected. The findings revealed that the activities based on the multiple intelligences' principles helped students to find different ways that they can implement in order to overcome speaking anxiety. Moreover, data showed that speaking skills improved notoriously thanks to the implementation of students' own abilities and talents to the learning process.

Key words: *Multiple intelligences principles, speaking anxiety, speaking skills.*

Chapter 1

The problem

Context

This study was held at the Instituto Pedagógico Nacional (IPN), a school that is located in the northern part of Bogotá, more precisely on 127th street between 9th and 12th avenues, in the area of Usaquén. The neighborhood where the school is located is a quiet, safe, and residential place with a high socio-economic stratum. Nowadays, the institution is recognized for its career with more than 90 years offering its students different spaces that have been suitable to provide more learning opportunities. Vast expanses of nature, trees and green areas are its fundamental characteristics as well as its three main buildings, which cover pre-school, elementary, and high school. About the history of the school, it is interesting to mention that it opened its doors on March 9th, 1927, thanks to the collaboration of the second German mission and with Francisca Radke who was the person that founded the school.

Regarding the institution's organization, there are about 1.500 students enrolled in the school; therefore, the institution has established seven cycles named as communities to group students from preschool, primary, middle, and high school education. In addition, the school has a unique class schedule that starts from 6:00 am and ends until 3:00 pm with classes of 45 minutes each and three breaks throughout the day.

Besides, it is crucial to emphasize the close relationship that the school has with the Universidad Pedagógica Nacional (UPN) since both institutions carry out teaching, learning, academic, and administrative processes in order to develop and implement strategies to contribute to the society. Furthermore, UPN's practitioners have the

opportunity to do their internships at the IPN at the same time they can develop their research projects.

Moreover, the school's attitude towards education can be appreciated in its PEI (*Institutional Education Project*) "*La escuela vigente y su proyección al nuevo siglo. Énfasis: Múltiples desarrollos*" (2001), which claims that students must be educated to face the reality of today's society. Besides, the curriculum is based on giving opportunities for the growth of the population. Indeed, the PEI claims, "Facing the plurality of intelligences ensuring that all students win and no one loses, it requires to start over and conceive the school and the organization of the curriculum in another way." (2001, p. 59). Likewise, the mission focused on leading the education processes if children youth, and adults, bearing in mind their diversity. Further, the vision has an emphasis on the growth of unique skills, citizen values with a multidisciplinary perspective to develop different areas of knowledge; thus, there school aims to offer a space for permanent innovation in which reflection on education policies is fundamental for the pedagogical purposes.

Participants

To carry out this study, a seventh grade of the institution was selected, 701 was a group that was made up of 30 students, their age ranges were between twelve to fourteen years-old, including sixteen girls and fourteen boys. According to a questionnaire (see annex 2) that was applied to identify and analyze specific individual and group characteristics as well as their likes, strengths, and weaknesses, data collected showed that students lived far away from the school; only the minority of the participants lived in the same sector where the school is located. Besides, the majority of them belonged to a good class position; according to the results, the social stratification level oscillated from three to five.

On the other hand, the English classes were observed during four months and through field notes (see annex 3) and a semi-structured interview (see annex 4) to the mentor English teacher at school, aspects such as behavior, rapport, student engagement with the class and the subject were taken into account. It was notorious that both students and the teacher had created a pleasant atmosphere, where the values such as respect, tolerance, and responsibility were fundamental for the class. However, it was noticed that the students were reluctant to speak and participate in class.

Bearing in mind the information collected, a diagnostic test (see annex 5) was applied in order to intent to determinate the English level and proficiency of the participants; hence, the four communicative skills were evaluated: reading, writing, listening, and speaking. The diagnostic test results were compared according to what *Ministerio de Educación Nacional* (MEN) has proposed through the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (2006)*, where it is established that seventh grade students must be in a basic A2 level, it understood in terms of Common European Framework of References for Languages (CEFR).

It can be concluded that students presented the basic abilities and proficiencies according to either their grade of schooling or their proposed cycle in the English Standards by MEN. Nevertheless, it was essential to take into account the difficulties demonstrated in the diagnostic test to find ways to overcome them.

Statement of the problem

Following the compilation and the analysis of the results gathered from the instruments used to collect data during the observation process in the first semester of 2019; it was possible to establish that the main problem that the students were facing was that they did not speak in English during the classes which might be caused by high levels of

speaking anxiety. According to the interview to the mentor English teacher (see annex 4), some weaknesses that many of the students presented in the class was related to the fear that they felt when speaking in front of the class. This seemed to be the barrier that was not allowing them to speak in English in front of their classmates and to continue their proper learning process. Moreover, the speaking section of the diagnostic test (see annex 5), also evidenced that most students did not want to speak loudly in front of their classmates, showing a lack of self-confidence.

According to the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* (2006) seventh graders need to be able to express ideas, sensations, and feelings with short and clear sentences and an understandable pronunciation. In addition to starting, maintaining, and closing a simple conversation about a familiar topic among classmates. However, although the participants of this study had been learning the grammatical and syntactic structures of the language, as it was previously mentioned, they were no able to achieve the goals stated by the standards.

Similarly, the Common European Framework of References CERF (2002) for a level A2 which is the one that seventh grade students should reach considering the MEN, states that students should be able to communicate in simple and usual tasks that require a simple and direct exchange of information about activities and daily affairs; in addition to using a series of expressions and phrases to describe with simple terms the family, people, living conditions, among others. (pg. 30). Although the students demonstrated in the diagnostic test that they were able to create simple sentences using basic vocabulary to communicate their ideas through writing, it was almost impossible to do it when it came to speaking.

Finally, it is worth mentioning that in the institution's PEI (2001), the school has proposed a curriculum for multiple developments in order to meet the different learning rhythms, commitment to training and especially the difference in skills (multiple intelligences) and needs. (pg. 67). Despite this, the students' multiple intelligences have not been explored neither in the learning nor in the teaching process, at least in the English class. Considering that it is necessary to provide students with strategies to achieve their goals in terms of developing their speaking skills, taking advantage of students' different intelligences might contribute to overcome anxiety or fear of speaking.

Rationale

Nowadays, learning English as a foreign language has become a worldwide necessity rather than a mandatory school subject. All people, from the youngest to the oldest, recognize the importance of learning English in order to access to better opportunities, to travel, and to communicate around the world with all people. According to Baker and Westrup (2003), "some students work very hard because they hope that speaking English well will lead to a better job when they leave school" (pg. 8); in this sense, being able to communicate effectively is perhaps the most important of all life skills.

Following this previous idea, developing the speaking skills is vital for students in an EFL classroom to improve their communicative abilities and relationships with others. Considering Bahrani & Soltan (2012), the ability to speak is considered by numerous language learners as the way they can measure the degree of knowledge of a language; in this sense, they believe that it is one of the fundamental skills to develop, self-assessing themselves in their learning process, putting into practice channels of spoken

communication; thus, it is necessary for the students to know how they can direct a conversation in the target language by themselves.

On the other hand, it was fundamental for this research to bear in mind the differences of each person and the different process that each student has to achieve the learning goal. According to Prashing (1998), “Every one of us has a learning style, thinking style, and working style as unique as our fingerprints” (p. 9). This argues that each individual learning process is completely different from another; in this sense, not everyone can learn in the same way, rhythm or with the same tools. In regards to aftermentioned and considering Armstrong (2000), it is essential for the teachers to consider the individualities of students so they can use a wide variety of teaching strategies in order for the students to be able to learn in different ways.

Hence, it is strictly essential for teachers and educational entities to work with these different ways of learning; that is why Howard Gardner in 1983 proposed the Theory of Multiple Intelligences (TMI) and he argued that “the essence of the theory is to respect the many differences among people, the multiple variations in the ways that they learn, and the almost infinite numbers of ways in which they can leave a mark on the world.”

Consequently, the theory of multiple intelligences might help to enhance the abilities of people since it allows them to focus on a topic that is related to the skills that they have been building over time. In this way, for instance if a student is good with music, learning with melodies, rhythms, metrics or songs helps him/her to develop a better formative process learning in the classroom. Following this idea, a promoter of speaking skills might be the theory of multiple intelligences since this can provide students with the opportunity to use their innate abilities and talents to be able to strengthen their learning

process of the foreign language; therefore, they will be able to develop strategies to speak in English.

Research Questions

- How do 701 students' respond to the use of a set of activities designed under the multiple intelligences principles in order to overcome the speaking anxiety?
- What is the role of a set of activities designed under the multiple intelligences' principles in the development of speaking skills?

General Objectives

- To describe 701 students' responses to the use of a set of activities designed under the multiple intelligences principles in order to overcome the speaking anxiety.
- To identify the role that a set of activities designed under the multiple intelligences' principles may play in the development of speaking skills.

Chapter 2

Theoretical Framework and State of Art

This chapter provides the essential theoretical support for this research project, bearing in mind the theoretical constructs and state of art. First, five national and international studies related to the central focus on the research are presented. Then, the constructs of the study which are The theory of Multiple Intelligences in an EFL classroom, speaking skills, and speaking anxiety are developed.

State of the arts

The first research study that was taken into account to support this current project was entitled *Teacher: May I use my intelligences? Multiple intelligences: A way to improve in a foreign language learning process* done by Gómez and Urrego (2005), two students from the Universidad Pedagógica Nacional. The authors supported the need to work on multiple intelligences in an EFL classroom with second and third graders in order to find different ways of learning and teaching English. This study raised one central question: What happens in an English Foreign Language classroom when teachers take into account the strategies that second and third grade apply when undertaking tasks in English? The project was carried out in two public schools at the same time to analyze the students' learning processes when they are exposed to activities based on the theory of multiple intelligences principles. Consequently, the results yielded the statement in which students became more creative and imaginative through different ways of learning as well as the students showed willingness to participate within the activities in the classroom; in Gómez and Urrego's words (2005) "many intelligences, many ways to learn."

The researchers came to the conclusion that working with activities based on the theory of multiple intelligences may improve the language learning process in their students. This proposal is pertinent although it was developed with second and third-grade students, it highlights the use of multiple intelligences in an EFL classroom in the Bogotá context. The current project will help to fill the gap by exploring what happens to students of a seventh grade when using activities based on the principles of the multiple intelligences theory.

The second remarkable research project that provides support to this current research study is called *Communicative competence as a way to improve oral production through multiple intelligences theory in students of a Conversational level at Languages Center* by Estacio (2014). The researcher noticed one of the problems that most affects the learning process of a foreign language which is the lack of self-confidence in students. The participants in this project were 15 students of a conversational level in a Language Center. Estacio introduced a proposal to improve oral production through the theory of multiple intelligences using the communicative approach. The aim of the study was to determinate if the activities based on multiple intelligences theory, in which social context is immersed are helpful to improve student's oral production. To achieve this purpose, the researcher uses an action research approach to create activities based on situations in real life to construct a critical reflection. In this way, the researcher created environments in the classroom where multiple intelligences will be developed with each student. Thus, according to Estacio (2014) the students felt a connection between their realities and their learning; in this way, the students felt free and confident of being able to speak in English.

The researcher concluded in the results of the project that the social interaction among students improves the speaking skills as well as the communicative competence,

and in the same sense, the activities that were used based on the theory of multiple intelligences contributed to the overcoming of the lack confidence in the students since they were able to enjoy the class while they were learning; therefore, they had a better development in the foreign language. In this way, this research study is relevant for this project due to it provides an overview that supports that students through tasks based on the theory of multiple intelligences were able to face and counteract confidence problems at the same time that was possible to work on the learning process of the students.

The third article that was considered was named *Overcoming fear of speaking in English through meaningful activities, a study with teenagers* done by Buitrago and Ayala at the Universidad Nacional de Colombia (2008). The researchers explored strategies to control and avoid the anxiety and fear problems in the English class using cooperative learning. This study was implemented in a public school in Bogotá with tenth graders. In fact, one of the most relevant objectives to achieve was to create an atmosphere in the classroom that might help the students to face and overcome their insecurities, fears, and nerves of speaking. In order to give a possible resolution to this problem the researchers worked on creating and providing strategies to make English enjoyable and attractive to promote oral communication such as playing games, listening to songs, doing sketches, dancing, and performing poetry activities.

The researchers came to the conclusion that if the students are immersed in an atmosphere that makes them to feel comfortable, they will be able to enjoy their English learning process. Besides, the researchers took into account essential information to counteract a one of the most difficult problems in an EFL classroom to deal with, which is the fear and the insecurities that the students may feel when they are learning a foreign language. In this sense, this project aims to provide ways in which the children can

overcome their speaking anxiety problems since they can enjoy their own learning process by bearing in mind the importance for them to work on activities that allow them to be involved in the classroom. This might help them to speak more in English as well as take away their insecurities.

The following essential research study that was taken into account to this current project is called *Motivation in an E.F.L. classroom through Gardner's multiple intelligences*. It was the Massanet's master degree in teacher training at the Universitat de les Illes Balears (2017). This study took a look at motivation in an English classroom as well as the implementation of Gardner's theory of multiple intelligences in an EFL classroom. This project began with an essential problem with the difficulties to communicate in English within an environment and a context where the mother tongue is Spanish. The researcher implemented this project with sixth-grade students, considering the problem of students' difficulties to speak and express their ideas and feelings only in English. According to Oliver (2017), "there were students who even started stuttering every time they had to speak in front of their classmates." (p. 23). The researcher decided to work on activities design under the principle of the multiple intelligences theory as a resource to improve the student's English skills. The researcher also worked on strengthening their weaknesses since they were able to engage the activities they enjoy doing with the activities that help them to learn a foreign language.

The researchers came to the conclusion that working on activities that were interesting and that could keep the attention and the fascination of the students can motivate them to speak and demonstrate their abilities using English. In this sense, this project is important because it provides an approach to know how the students can learn English

being motivated in the classes using activities based on the multiple intelligences theory; and also, how this motivation works to build the knowledge in their learning process.

Finally, this last research reviewed is titled of *Learner Differences among Children Learning a Foreign Language: Language Anxiety, Strategy Use, and Multiple Intelligences* done by Liul and Chen at Da-Yeh University in Taiwan (2014). The researchers showed the relationship that can exist between multiple intelligences theory and the overcoming of the language anxiety. The population that was chosen was composed of 212 fifth-and sixth-graders from elementary schools. The students were measured under 3 main principles according to the anxiety inconveniences: 1. Feeling that other students had better English performance. 2. Being called on to speak in the English class. 3. Feeling afraid of being left behind in the English class. The researchers implemented the theory of multiple intelligences in order to provide students with different strategies that allowed them counter the anxiety they felt when learning a Foreign Language.

The results yielded that the students' multiple intelligences helped them to explore different learning strategies and identify the most appropriate ones for themselves; it triggered positives responses to counter the language anxiety. Considering Teele, (1994): "Teaching on the basis of the MI theory enables teachers to help students reach their potential and become more actively involved in the learning process through their dominant intelligences. The project was important to the development to this research study since it provided support in which is evident that it is fundamental to work on the students' multiple intelligences in order to overcome the anxiety that students may feel when approaching to a foreign language.

Theoretical framework

Multiple Intelligences in an EFL classroom

Multiple intelligences theory (MIT) has been studied not only in the branches of psychology but also the educational field. According to Armstrong (2000), the theory of multiple intelligences opens the door to a wide variety of teaching strategies that can be easily implemented in the classroom. In this sense, teachers can design and adapt their classes focused on how their students can develop their abilities, understood them as their intelligences. Besides, bearing in mind what Richards and Rodgers (2001) argued that the MIT is a popular approach to characterize the ways in which learners are unique and to developing an intervention that respond to this uniqueness. This proves that the teachers will be able to recognize the individual skills of each student; therefore, they will be able to create an environment that fosters their development and growth.

Moreover, considering Alseed (2013), “MIT has been adopted and implemented for use in schools throughout the world with diverse student populations, including special needs, gifted, and juvenile delinquents.” (p.1). This can support that teachers can take advantage of their students' differences to model their teaching practice in search of offering the best learning opportunities for students.

Taking into account the above, it is essentially necessary to find out what Multiple intelligences theory is, and also, where this theory comes from. First, Howard Gardner, in his book *Frames of mind: The theory of Multiple Intelligences* published in 1983, introduced the term Multiple Intelligences. With this theory, Gardner contradicts the popular and traditional notion of intelligence unique and measured through numbers or based on I.Q. testing; arguing that this idea cannot group all the people since each one has a

different way of developing their abilities. Gardner (1983) defines intelligence as a capacity:

A human intellectual competence must entail a set of skills of problem solving-enabling the individual to resolve problems or difficulties that she or he encounters and, when appropriate, to create an effective product- and must also entail the potential for finding or creating problems. (pp. 60-61).

This means that intelligence is the ability that every person has to solve everyday problems as well as to create and offer products within a specific context. Then, to be more concrete, multiple intelligences theory will be understood as the set of abilities, capacities, and talents, even attitudes that enable each person to create and to adapt to situations successfully.

Consequently, the MIT is understood in this project as the different and unique skills and talents that students have acquired throughout their lives; thus, these abilities that Gardner has named as intelligences offer them the possibility to recognize that there is no standard set of features that must have to be considered intelligent in a specific area, Armstrong (2000). On the contrary, the students are able to identify that their own innate interests and talents make them intelligent no matter what skill they have gotten since they are all valuable and important. Accordingly, the different skills that students may have such as playing a sport, singing a song, drawing a picture, sharing with people, reading a book are going to be contemplated as an intelligence.

Now, it is essential to expose the different intelligences that Howard Gardner has proposed to account for a broader range of human potential in children, teenagers, and adults (1983).

Multiple Intelligence	I think	I love	I need
Linguistic	In words	Reading, writing, telling stories, playing word games.	Books, tapes, writing tools, paper, diaries, discussion, debate, stories.
Logical-mathematical	By reasoning	Experimenting, questioning, figuring out logical puzzles, calculating.	Materials to experiment with, manipulatives.
Spatial	In images and pictures	Designing, drawing, visualizing, doodling.	Art, video, movies, slides, mazes, puzzles, illustrated books, drawings.
Bodily-Kinesthetic	Through sensations	Dancing, running, jumping, building, touching, gesturing.	Role play, drama, movement, thing to build, sports and physical games, tactile experience.
Musical	Via rhythms and melodies	Singing, whistling, humming, listening.	Sing-along the time, appreciate the music, musical instruments.
Interpersonal	By bouncing ideas off other people.	Leading, organizing, mediating, relating.	Friends, group name, social gatherings, community events.
Intrapersonal	In relation to their needs, feelings and goals.	Setting goals, mediating, dreaming, reflecting.	Time alone, self-paced projects, choices.

Table 1: Multiple Intelligences. Armstrong (2000)

Speaking skills

The speaking skills have been one the most important skills that provide the ability to communicate effectively as well as allow the speaker to convey messages and express the ideas and feelings correctly; that is why, this skill nowadays is being studied more than before as one of the ways to improve the students' proficiency within the foreign language learning process.

Speaking is an interactive handle of building meaning that includes creating, receiving, and processing information. It is also essential to bear in mind the context in

which the conversation takes place since the meaning may change depending on the experiences and the physical environment in which the individuals settle down. (Brown, 1994; Burns & Joyce, 1997). In this sense, the speaking skills are understood in this project as the way that students are able to create accurate communication since they can decode context-related information to establish a communication channel with others in a foreign language.

Besides, it is fundamental to work on speaking skills in order for the students to reflect and recognize their own learning process. As Bahrani & Soltan argued (2012), the students regard speaking as the foremost vital skill they can obtain since they are able to assess their advance and learning in terms of their accomplishments in the communicative situation. All in all, if the students work on improving their speaking skills, they will be conscious of how their learning process is being carried out; in this way, the students may be motivated to continue learning.

Speaking anxiety

In this current century, research on emotions in the educational field has taken place, providing a huge panorama towards the resolution of problems that students or teachers may face. Emotions such as enjoyment, amusement, stress, anger, pleasure, sadness, and disorientation can be present within any classroom all over the world. Teachers need to be prepared to deal with the state of learners' emotions to trigger the learning process in order for them to take advantage of their positive emotions to counteract the negative ones. Therefore, one of the most difficult emotions to deal with is the anxiety. This research deeply analyzes the background related to speaking anxiety in foreign language learners.

Horwitz and Cope (1986) defined anxiety as: “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.” (pg. 125). Besides, Spielberg (1983) also defined anxiety as the feelings of uneasiness, frustration, self-doubt, apprehension, or worry.

Furthermore, in terms of the relationship between the anxiety and the foreign language learning, Yalçın and İnceçay (2013) argued that foreign language learners may feel anxious, they can face symptoms such as sweating, palpitations, worry, forgetfulness and difficulties in language learning. This previous can be understood as the way in which students cannot control their emotions and choose to hide them. It is vital to keep in mind that learning a foreign language is not an easy task to deal with; therefore, it is normal to face insecurities and fears at the time of the pragmatic use of the language.

This project understood the speaking anxiety as the behaviors within a classroom when a student does not want to speak in public or loudly, when the student is afraid to make mistakes or to make fun of classmates, or when the student prefers not to participate in the activities. All this leads to developing anxiety to speak in a foreign language. Dr. Thomas points out (2006) that foreign language anxiety is considered to be situation specific anxiety because in the process of language learning, situation specific anxiety recurs every time the learner attempts to use the language.

Furthermore, Wilson (2006) states that classroom activities and the learning/teaching environment need to bear directly on students’ anxiety and on their performance in speaking. Hence, the better the students feel in the classroom, the better their skills can be developed; in the same way, they are going to be able to overcome the speaking anxiety if they feel comfortable expressing themselves without thinking about fears.

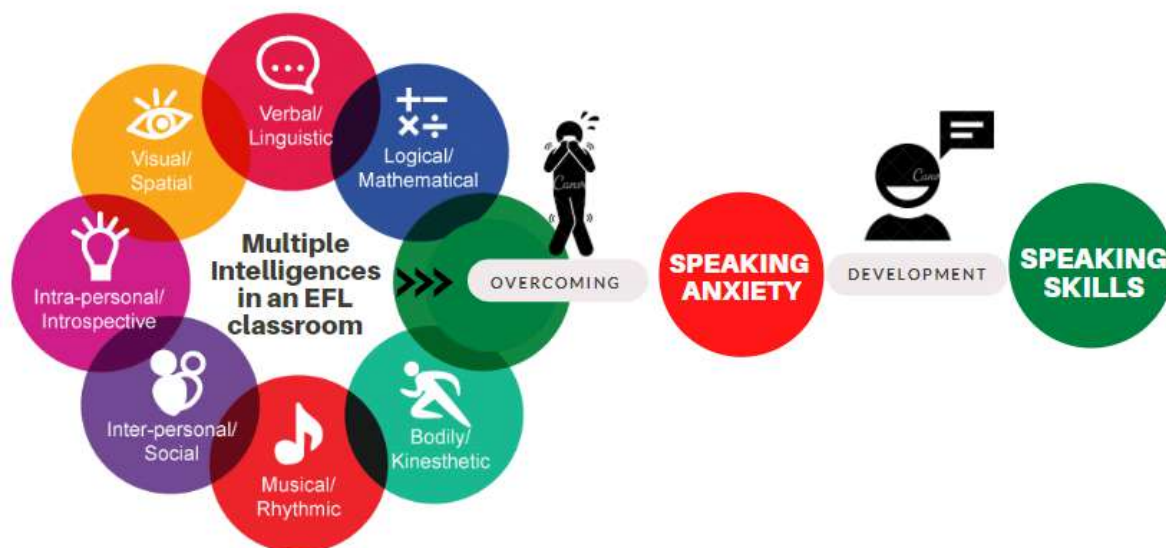


Figure 1: Interrelation among theoretical constructs.

In this chapter, the state of art was made known which included both national and international studies that help to support this current research project. Besides, the constructs of this project were developed: Speaking skills, speaking anxiety, and the theory of Multiple Intelligences in an EFL classroom. In the following chapter, the research design, data collection instruments, and procedures are going to be elucidated.

Chapter 3
Research Design

This chapter presents relevant aspects related to the research design in terms of its methodology, such as the research paradigm and the type of study. It also includes the data collection instruments and procedures.

Research paradigm

First of all, this research project was developed under the perspective of qualitative research since it was vital for this process to have direct contact with the participants and their context to understand from their reality the events that could occur within this specific classroom. This qualitative research sought to understand the processes where the incidence of activities under the principles of multiple intelligences can influence the overcoming of the speaking anxiety through the observation process, the pedagogical intervention, and the analysis of the students' contextual practices.

The qualitative research arises when the meaning has been socially constructed by people who interact in the same context. Likewise, the qualitative researchers are always looking for the understanding the meaning people have constructed, it means, "how people make sense of their world and the experiences they have in the world". Merriam, (2019). This previous fact can explain the importance that the participants have within a research project since they can provide the different perspectives, conduct patterns, and the details needed to carry out the research study.

Furthermore, it is essential to highlight the concept of educational research, which is explained by Gay and Airasian (2011), "Educational research is the formal, systematic application of the scientific method to the study of educational problems" (p. 6); in this

sense, this research project studies a problem and its possible resolution related to an educational context.

In short, this research paradigm can be a particularly useful approach to study educational problems that require developing an understanding of complex social environments and the meaning that people within those environments bring to their experience. Therefore, qualitative research focuses on the individualities that each student in the current research can present, having in mind their free development and knowing more about their thoughts, affinities, and feelings.

Type of research

This study was developed under the principles of action research, which offer an interactive method of collecting information that can be used to explore topics such as teaching, curriculum development and the students' behavior in the classroom. In this way, the researchers can identify areas for improvements then gather data and determine how a resolution may work. Moreover, the action research dissolves the barrier between the researchers and the participants; therefore, the teacher in this current study actively participates in the real situation while also conducting the research project.

Considering the above, Phillips & Carr (2010) argued that the action research for teachers is a process in which they can learn with a community to think and act critically, to recognize and interact with different perspectives, and to focus passion one's identity as a teacher. In this way, the teacher, when becoming a researcher, acquires knowledge from the students; in this sense, it is a reciprocal process where the ideas and the knowledge can be shared and expressed from different points of view.

Furthermore, Parsons and Brown (2002) establish that active research is a process that can be divided into four phases. The phase one begins with an inquiry process where it is possible for the researcher to define a specific research question, then the researcher may conduct a literature review to gain a deeper understanding of the topic; in this way, the researcher is able to determine the data collection instruments, to consider the ethical issues and to get required permissions to deal with the current project. The second phase is the action section which is related to the experimentation and data collection. In this part, the researcher puts into practice the knowledge of the first stage to carry out the intervention process. The phase three is the analysis section in which the researcher needs to organize the data gathered and look for specific trends to finally come out to the phase four in which the results and conclusions come up to show, present, and reflect on the research practice.

In regards to Burns (2010), “The central ideas of the *action* part of AR is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice” (pp. 2). It is essential what Burns exposes since this project is being developed taking into consideration the intervention that was carried out with the purpose of improving the English-speaking skills as well as trying to overcome the speaking anxiety the within classroom.

Data collection instruments

Taking into account that this is a qualitative research four instruments were used to triangulate the data gathered. Now, it is essential to highlight the concept of triangulation that can be explained in a citation taken from the movie *Dead Poets Society* (1989): “do not let your perspective narrow always find a way to see situations and life from different angles.” This previous quotation means that triangulation refers to the use of several

perspectives in order to build up a reliable conclusion. Moreover, in agreement with Patton (2002) “Triangulation within a qualitative inquiry strategy can be attained by combining both interviewing and observations, mixing different types of purposeful samples (...) or examining how competing theoretical perspectives inform a particular analysis.” (pp. 248). In this sense, the process of triangulation is vital for reflecting and analyzing different perspectives to provide reliability to this current study.

The data collection instruments that were used throughout this study were: field notes, questionnaires’ and interviews, in order to inquire about the processes and appreciations towards the activities; besides, the students’ artifacts were took into account in order to show the results of the activities proposed.

Research Objectives	Data source 1	Data source 2	Data source 3	Data source 4	Data source 5
To describe 701 students’ responses to the use of a set of activities designed under the multiple intelligences principles in order to overcome the speaking anxiety.	Filed-notes	Questionnaires	Interviews	Artifacts.	Recordings.
To identify the role that a set of activities designed under the multiple intelligences’ principles may play in the development of speaking skills.	Filed-notes	Questionnaires	Interviews	Artifacts.	Recordings.

Table 2: Data collection instruments

Field-notes. The field notes were essential for this study in order to collect and analyze data about the English learning process of the students, their attitudes, their feelings, even their knowledge related to English skills. In this sense, this instrument

provided vital information for both moments, the diagnostic period in which all the observations were done, and throughout the teaching intervention time (see annex 3). The importance of this instrument is defined by Given (2008): “In field notes, qualitative researchers record in-depth descriptive details of people, places, things, and events, as well as reflections on data, patterns, and the process of research.” (p. 341).

Questionnaires. The questionnaires as a data collection instrument were used in different moments during this current research project and the responses were taken into account to continue carrying out the development of the study (see annex 2). Considering Wilson and McNeal (1994), “the questionnaire is a widely used and useful instrument for collecting survey information, providing data, and often being comparatively straightforward to analyze” (pp. 3). In this regard, four questionnaires were applied throughout this research project to analyze students’ perceptions about the process of working on their speaking skills to overcome the speaking anxiety. The first one was at the beginning of the observation process just to realize and introduce some facts and/or information of the students. The second one was applied at the final part of the cycle 1. The third was applied at the final part of the cycle 2; and finally, the third one was applied at the last part of the teaching intervention.

Interviews. The interview was one the most important instruments that were used in this research study since the students had the opportunity to express their opinions and/or thoughts relate to their own learning process (see annex 4). King and Horrocks (2010) argued that “qualitative interview is flexible and open-ended in style; it tends to focus on people’s actual experience more than general beliefs and opinions.” (p. 3). In this vein, the interview as a tool of data collection allows knowing deeper information from the participants, how they feel and what they can say about their own performance. It is

necessary to include their voice in a qualitative research study since they were actively determining agents to carry out this project. Besides, the relationship between the interviewer and the students is important to build the rapport and an atmosphere in which both feel comfortable to talk.

Artifacts. One essential instrument within this research study was the artifacts since they provide physical production of what the students did through the different moments during the development of the project (see annex 6). According to Kalmbach (2006), “the artifacts are any kind of physical documentation that sheds additional light on your request question and topic” (p.78). In this current project, the artifacts were represented as the group of mockups, assignments, posters, and documents that the students provided.

Recordings. The recordings as an instrument helped this research study to look at the process of the students in terms of their speaking skills throughout the observation and intervention period of time (see annex 8). It was possible to create comparisons and contrasts from the first recording to the last tone. According to Burns (1999), “audio recording is a technique for capturing in detail naturalistic interactions and verbatim utterances. (...) Recordings can be used to obtain general observations and impressions of the classroom” (p. 94).

Data collection procedures

Taking into account that this process was carried out with children, one informed consent was made and sent (see annex 1) on March 18th 2019 to the parents of the participants who approved by signing the document to allow them to be part of this research project. The consent announced that the students were going to be immersed in a pedagogical research project; therefore, different data collection methods were going to be

used as interviews, recordings, and questionnaires. Besides, all the data gathered was going to be completely confidentially.

This study began on March 26th 2019. During the first semester of 2019 the observation process started with the aim to find an improvement area to start dealing with. In that semester four instruments of data collection were used to gather the first information about the participants. A questionnaire was applied on April 4th 2019 to know better the students' attitudes towards their likes, their hobbies, their strengths and their weaknesses. Furthermore, a diagnostic test was put into practice on April 11th 2019 to realize the English level that the students had at that moment for this study to create a way to help to resolve one disadvantage they could have; in this sense, the four skills (speaking, listening, reading, and writing) were assessed to recognize in what level the students were. In addition, a teacher interview was conducted on April 18th 2019 to know deeper information about the population from her perspective. Besides, the field notes were used to describe day by day the children learning process trying to identify the statement of the problem since the first day to the last one.

Afterward, on September 3rd 2019 the pedagogical intervention began two hours per week until May 27th 2020. In this period of time, the students were engaged in the English classes and the instruments such as recordings, interviews, questionnaires, and artifacts were applied to continue gathering vital information about their learning process. The recordings were put into practice in the oral presentations that the students conducted to focus on their speaking skills and their process overcoming the speaking anxiety. The interviews were done at the final part of each cycle to catch the students' thoughts according to the classes and activities they lived. The questionnaires were also applied for the students to determine more information about what they think about the process, the

classes, and the activities for the researcher to realize what they were considering of the intervention. In this sense, questionnaires and interviews were truly helpful to know several details of the participants lives. Also, the artifacts were collected during each class, all the documents and material they produced to identify their strengths and future opportunity areas to continue working on those.

All in all, this chapter showed the type of research, the theoretical support of the research design, the data collection instruments and the procedures to conduct this current project. Afterward, the following chapter deals with the pedagogical intervention, the visions of the curriculum, language, learning, and classroom. Also, the instructional design is explained.

Chapter 4

Pedagogical Instruction

This chapter presents the conceptions that support the pedagogical intervention designed based on the research problem. Therefore, aspects such as the vision of language and learning are going to be developed as well as the proposal of the intervention with its different cycles.

Curriculum vision

The vision of curriculum for this research study was based on the one proposed by Jones and Winne (1990) in which they claim the necessity to have an adaptable curriculum that needs to be constructed in response to the students' needs. In this sense, the curriculum needs to be flexible and dynamic bearing in mind the individualities of each student. Thus, this research project is concerned about every single student and the way in which they can learn in different ways. Consequently, there is a focus on the theory of Multiple Intelligences in which it is essential to adjust the predominant traditional way to teach and learn.

Taking into account the above, Armstrong (1996) argues that the theory of Multiple Intelligences contributes to education by suggesting that teachers need to expand their techniques, tools, and strategies to provide a different learning process for the students. Moreover, it needs to have an emphasis on creating an integrated curriculum that regard physical, moral, and intellectual basis depending on concrete experiences of students. Likewise, as Rousseau exposed in "*Emile*" children must learn not through words, but through experiences. To sum up, this research project considers the importance of building an adaptable curriculum that is focus on the students and how they through their

experiences, talents, abilities, and previous knowledge may look for the best way of learning.

Vision of language

This project took into account the vision of language as the way in which the students may create communication channels in the foreign language. Considering Tudor (2001) the language is the way of achieving functional goals, a way to express yourself and construct interpersonal relationships through the communication; in this way, the students will be able to express their emotions, thoughts, and feelings using the language. Therefore, language is seen as a vehicle to achieve accurate communication within a specific context. Following this previous idea, Chomsky (2012) mentioned that the most striking aspect of linguistic competence is what it may be called the creativity of language; that means, the ability of the speaker to produce new sentences that are immediately understood by the others although they have no physical resemblance to sentences which are well known. Nevertheless, it is not only important to know how to communicate with others linguistically, but also to identify the ways in which feelings, emotions, and thoughts can be pragmatically expressed. According to Fast (1971) "Body language can include any non-reflective or reflexive movement of a part, or all of the body, used by a person to communicate an emotional message to the outside world." (p. 12); for this reason, language is not seen only from the oral-written perspective, but from the kinesthetic point of view in which the students can express themselves using their body, gestures, and sounds.

Vision of learning

In this study, learning was understood as the different ways to get an individual student to process and absorb information, so that the student can relate his/her interests to

his/her prior and new knowledge. Also, the process of learning in this study is seen as a way to overcome the fear of speaking through the implementation of a work project based on Multiple Intelligences Theory. In this sense, conforming to Gardner (1993) “creativity begins with an affinity for something. It’s like falling in love”. For this reason, it is important to create connections with what is being learned and the real world of each student, that is, each learning process is different because each person has a rhythm, a form, and an intelligence that is different from the others.

According to Vygotsky (1930), “Learning is more than the acquisition of the ability to think; it is the acquisition of many specialized abilities for thinking about a variety of things”. (p. 75) Following this idea, it is essential to consider the flexibility and versatility of the curriculum, so that each student can participate actively in his/her own learning process.

Vision of the classroom

This research study conceived the classroom as the most important place in which the students have the opportunity to improve their learning process since the teacher allows them to construct by themselves ways to build their learning. However, it is also essential to clarify that the students learn in every single situation of their lives, the classroom offers a place in which they are able to gain specific knowledge. Likewise, Armstrong (2000) assured that “a classroom is a micro society complete with student citizens, many of whom have competing needs and interest” (pg. 75). In this sense, the classroom needs to have rules, routines, and regulations as it were a city. However, taking into account the different types of students in the same place, it is vital not to image them sitting in neat rows of desks facing the front of the room. Although it is one of the ways, the multiple intelligences

theory suggests restructured to adapt the needs and different kinds of learners. The classroom needs to be dynamic, the students can be organized in groups, in a circle, they can sit on the floor, they can walk around depending on the activities.

Instructional design

This pedagogical intervention aimed to improve the speaking skills by providing different opportunities to overcome the anxiety that the students felt when they spoke using the foreign language. These opportunities are related to the implementation of a set of activities designed under the principles of the theory of Multiple Intelligences; in this sense, it was fundamental for this study to identify and work on students' habits, affinities, and likes.

Consequently, the pedagogical intervention was divided into three cycles in order to develop the strategies using the activities based on the Multiple Intelligences theory to achieve their improvement. Each cycle aimed to specific objectives that were always focused on the overcoming of speaking anxiety by using activities under the principles of multiple intelligences that are related to the improvement of the students' speaking skills. In addition, the language content was taken into account according to the seventh graders English level as well as the plans made by the mentor teacher and the institution.

The first cycle was developed based on five lesson plans (see annex 12), this cycle was developed in around seven sessions of one hour and a half each. In the second cycle, two lesson plans were implemented and developed in around seven sessions. The third cycle was designed to have two lesson plans in six sessions.

Table 3: Pedagogical intervention

Cycle	Topics	Objectives	Language Content	Intelligences
Cycle 1 Exploring my intelligences. Date: August – October. Grade: 7 th	Shaping and sharing my plans.	Language objective: · To be able to know how to use be going to. Project objective: · To recognize what the multiple intelligences are and how they work.	<ul style="list-style-type: none"> Plans. Use of Be going to: Affirmative, Negative, and interrogative sentences. Predictions. Near future. 	Visual and Interpersonal.
	Running to create predictions.			Corporal.
	Finding logic in my mathematical operations.			Logical mathematical.
	Listening to music to understand my feelings.			Musical and Intrapersonal.
	Exploring creative uses of language.			Linguistic.
Cycle 2 My technological intelligence. Date: October – November. Grade: 7 th .	Technology in my hands.	Language objective: · To be able to know how to use simple future (will). Project objective: · To develop an oral presentation in which students can show a product related to their intelligence. · To evidence the speaking skills that the students have.	<ul style="list-style-type: none"> Will Predictions. Promises. Future simple. The use of won't. 	Working with my intelligent group.
	Changing the future with my technological “must-have product”.			
Cycle 3 My intelligence and my life. Date: February – April 2020. Grade: 8 th	Taking care of myself.	Language objective: · To be able to know how to use the present tenses. Project objective: · To create a n oral presentation about habits to take care of the planet; bearing in mind the intelligence of the group.	<ul style="list-style-type: none"> Daily routines. Habits and hobbies. Current events. 	Exploring other intelligences and working with another intelligent group.
	Changing my present by contributing my mustard seed.			

Cycle 1. Exploring my intelligence(s)

In this cycle, students were exposed to several types of classes in which each intelligence proposed by Gardner was developed; this indicates that five lesson plans were designed taking into account the seven intelligences that Gardner proposed. The first lesson plan was named *shaping and sharing my plans*, in this session the spatial and interpersonal intelligences were implemented by providing with activities such as working as a team in order to assemble puzzles, painting pictures, and show students' plans. The second lesson plan was called *running to create predictions*, it was necessary to take two sessions in order to cover all the activities that were focused on the bodily-kinesthetic intelligence; they were able to be engaged with activities that made them run, move, jump, and share with their classmates. The third lesson plan entitled *finding logic in my mathematics operations*, allowed students to approach to the logical-mathematical intelligence by resolving logical and numerical activities. The fourth lesson plan was titled *listening to music to understand my feelings*, in that lesson the students were able to listen and sing current songs as well as to read their lyrics to later write a new story related to the songs' content. In that session both the musical and intrapersonal intelligence were implemented. Finally, in the fifth lesson plan which received the name of *exploring creative uses of language* the linguistic intelligence helped to carry out activities in which they were able to put together crosswords as well as to sort words to create a story.

The teacher conducted strategies in which the students had an approach to the theory of multiple intelligences and they were able to recognize in which of these intelligences they felt more comfortable working on. Besides, they had the opportunity to identify the way in which intelligences help their learning process. In this sense, it was

essential for students to take the multiple intelligences test adapted for children (see annex 7), so they were able to discover according to the result what their intelligences could be from their responses and affinities. Then, they were able to choose one intelligence they feel closest to their preferences, their affinities or their likes, considering both their experiences throughout the seven classes and the results of the test. For them to make to decision, an interview, and a questionnaire were conducted in which the students had the possibility to check their results and to talk to the teacher/researcher in order to clarify doubts, ask questions, and feel relax by making the decision (see annex 9).

Cycle 2. My technological intelligence

This cycle had two lesson plans that allow students to use the decision that was made in the previous cycle for them to develop a project in which they were able to use their intelligences when working on that assignment. The first lesson plan was named *technology in my hands* and it took two sessions in which the students were involved in several activities related to the technology. Then, the second lesson plan was *changing the future with my technological “must-have product”* and it lasted five sessions in which the students had the possibility to create a project in a four students group (students with the same intelligence) or if they felt better to work alone they could make this decision as well. Further, the students had to create an artifact that needed to be a “must-have product” that allowed them to answer the question: what the world will be like in the future?

In addition, the students needed to develop their artifact keeping in mind the intelligence they had chosen either for the manual building-up of the project or to show through their intelligence what the future would be like. Besides, the students needed to show and present this artifact in front of the classroom as if it were a product and they were selling it, in order to put their speaking skills into practice; this time with a project related

to their affinities. They needed to convince the public that their product was the best and that they should buy it.

It should be noted that the students had the opportunity within the classes to create their project as well as to design a script together with the teacher/researcher aid, which allowed them to be prepared to present their product orally; the presentations had to take 10 minutes per each, including the public questions and the presenter answers. Moreover, they had the time in the classes to think of the idea, to create interpersonal relationships within each group, to build-up the artifact, and to write the script.

The presentations were recorded for two reasons. The first one was used as an instrument of data collection, so the researcher was able to find trends, strengths, and improvements areas to continue working on those. The second one was used to contrast the students process since the first time they used their speaking skills to the last one. Besides, a questionnaire (see annex 10) and interview were conducted at the final part of this cycle to know the students' perspectives, feelings, and opinions toward the classes.

Cycle 3. My intelligence and my life.

In this cycle, the teacher/researcher created different activities where students could interact again with the theory of multiple intelligences. Two lesson plans were designed, the first one was called *taking care of myself* and it would take three sessions, the second lesson plan was named *changing my present by contributing my mustard seed* and it would take three sessions as well. Afterwards, the students would have the opportunity to approach another intelligence or to stay with the one they had already been working on. The goal was to continue working on their affinities to make them feel calm when they had to speak English again in front of the classroom. The focus of this cycle was personal care,

where the students were immersed in another project. This time it worked the same way, the students were able to choose whether to work in a group or work individually. The objective was to create a product that would serve people to take care of themselves, a product that they could use in everyday life, that was easy to sell and easy to distribute. This time the presentations took 15 minutes per each, where they argued the importance of their product, its benefits and why the public should buy it. Besides, the students had to expose the importance that the chosen intelligence had contributed to the creation of the product.

The presentations were recorded and the final interview and questionnaire were conducted to analyze how the students felt speaking in front of the class, what they could learn, how the set of activities based on multiple intelligences help their learning process, if they enjoy working with the mentioned theory. This data was essential for the analysis process.

Chapter 5
Data and findings

This chapter will present the analysis of the data gathered along the pedagogical intervention period. Also, the research findings will be discussed. Firstly, the description of the approach used for data analysis will be explained; including the procedures carried out. Secondly, the categories and subcategories are described and supported by samples taken from data.

Procedures for Data Analysis

This project followed the *Grounded Approach* as a methodology to analyze and organize the emerged categories from the data gathered. Considering Glaser and Strauss (1998), this approach is used in inductive research in which the categories are not established in the beginning of the process, but the researcher has the opportunity to collect the data throughout the process and analyze the theoretical categories that can be emerge during the comparative method in order to help understating the facts found.

Besides, the emic perspective was assumed in order to interpret the events that were observed in the classroom. According to Morris (1999) the researcher has a special interest to analyze the outcomes from the intervention process; in this way, the researcher becomes an essential part of the study together with the participants. Also, according to Pike (1967), the emic perspective describes thoughts and actions primary in terms of actors self-understanding; therefore, the data have been gathered thanks to the participation of both students and researcher. It was essential in this project that the researcher was immersed in the context since it was possible to implement the pedagogical proposal while collecting the data that were going to be analyzed later.

The procedure was carried out by following up on three main stages: collection, organization, and analysis of the data gathered. First, the collection section was related to the intervention period that was divided into three cycles, in which also the instruments were used in order to obtain the facts together; in this sense, the field notes, questionnaires, interviews, artifacts, and recordings were applied and developed by both the researcher and the students who participated within this current research study.

Second, the organization part was undertaken by using a color-coding to stand out the different data collected; in this way, the blue color was used to obtain the field notes, the green color was related to the questionnaires, the red color was in charge of joining up the interviews, the pink color was associated to the artifacts, and finally, the black color was used to group the transcriptions to the recordings. Besides, a folder was created in order to organize all the information gathered by using the color-coding.

Finally, the analysis of the data gathered was conducted through the transcriptions of all the instruments used in this project in order to highlight the recurring patterns that were reflected. Afterward, the coding process was executed by providing this current project with the conceptualization, reduction, elaboration, and relations among the data collected (Strauss and Corbin, 1998). Therefore, it was important to find out the relationships among the data coded collected. Following up on that process, different categories emerged within the research process and they helped to do a deeper analysis.

Categories of analysis

This study sought to identify the students' responses when they were exposed to activities designed under the multiple intelligences theory in order to overcome the speaking anxiety as well as to recognize the role of those activities to improve the students'

speaking skills. The following table shows the visual representation of the categories and sub-categories that emerged when analyzing data.

The categories *Establishing a learning community and a supportive classroom atmosphere* and *Taking advantage of individual talents* emerged in response to the first question as it was possible to evidence positive responses when the students were involved in activities designed under the principles of the multiple intelligences theory in order to overcome the speaking anxiety. Through the data analysis, it was demonstrated that those activities helped students to create an atmosphere that allowed them to feel comfortable and supported by their classmates; in addition, the students had the opportunity to work with their individual talents and it provided them with security and self-confidence since they worked with their own abilities. Further, the students were able to learn by enjoying the process and this fostered their participation in the activities that were proposed.

In relation to the second research question, the categories *The supportive role of Multiple Intelligences activities* and *Improving not only my speaking but all the communicative skills* emerged as the roles that the activities designed under the principle of multiple intelligences play in students' speaking skills improvement. The data showed that those activities played a fundamental role since it enhanced the motivation and encouragement for students to speak in class. Besides, the activities proposed helped students to improve not only the speaking skill, but also writing, reading, and listening abilities were enhanced since they applied the knowledge that they had learnt throughout the intervention to apply it in all of the tasks designed.

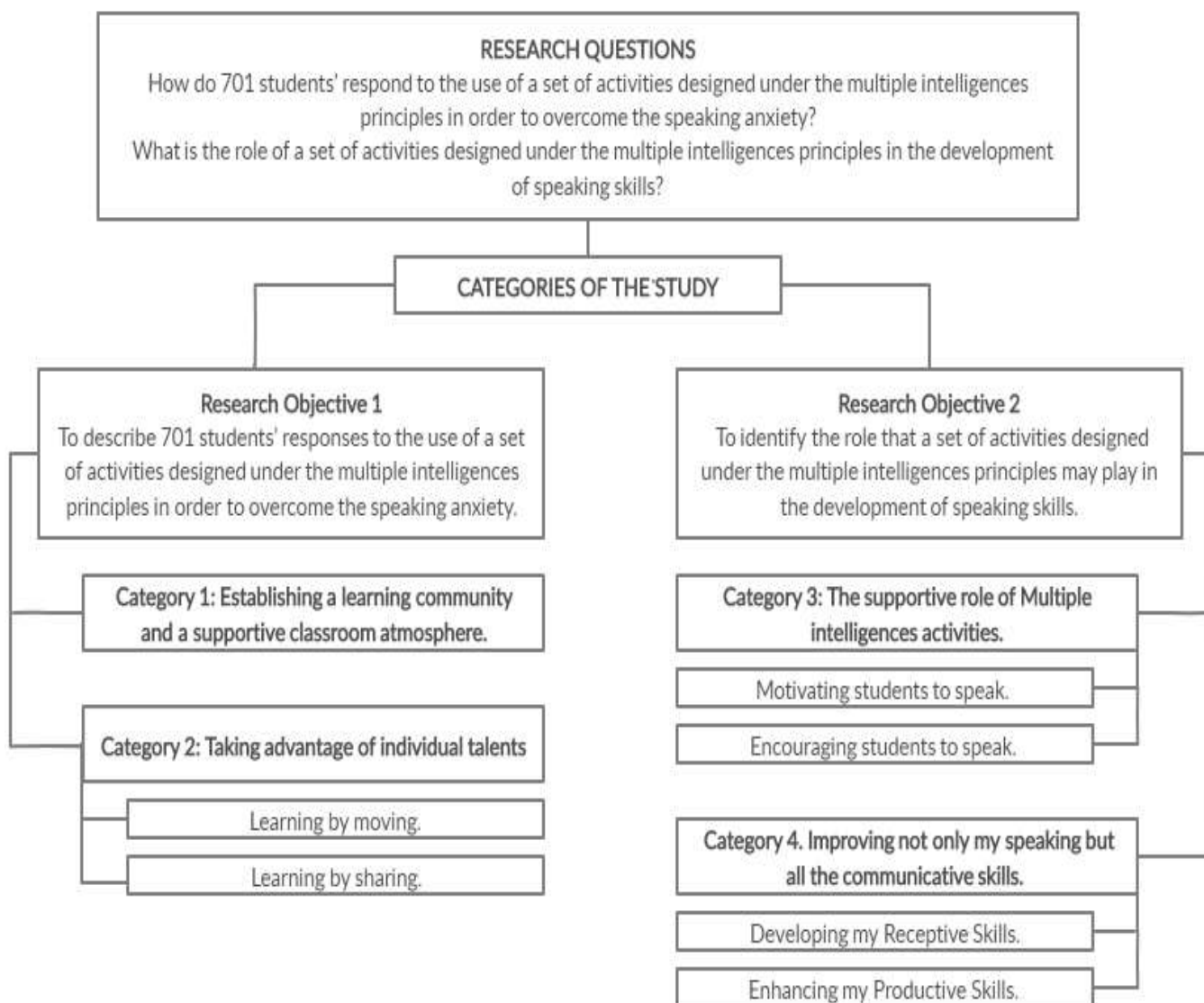


Table 4: Category of analysis.

Category 1. Establishing a learning community and a supportive classroom atmosphere.

This category supports the processes in which it was evident that students were immersed in an environment that allow them to overcome and counteract the speaking English anxiety. This category arose thanks to the analysis of the data gathered by the field

notes, interviews, and questionnaires which showed that the students' perceptions were changing throughout the intervention period.

According to Nisa (2017), foreign language anxiety may get to be a customary event when a student starts to routinely anticipate to be nervous and perform ineffectively; in this sense, the anxiety may be related to an assortment of physiological and emotional states which can be reflected in feelings of tension even in situations where the immediate cause of that tension is not evident. In this sense, the students who are learning a new language can be involved in an environment in which they consider it is unknown for them so they may begin to feel discomfort within this new space that they are getting to know.

Consequently, this project had the aim to overcome speaking anxiety by providing the students with opportunities that allow them to counteract this emotional state; in this way, it was necessary to establish a genuinely supportive learning environment in which every student may feel valued, included, and empowered. Considering Watkins (2005), classrooms can become a space where a sense of community is built, an increased sense of classroom belonging develops and leads to greater relatedness, participation, and motivation by the students.

Bearing in mind the importance for the students to feel comfortable and confident in order to counteract and overcome the speaking anxiety, it was ideal to establish a classroom atmosphere which allowed students to be able to speak out loud and participate within a space that fostered the development of values such as respect, solidarity, and teamwork.

This category alluded to the students' feelings in regard to the English classroom environment as well as the atmosphere that was built up throughout the process. In the beginning, the data showed that the students did not feel committed and engaged with both their classmates and the class as well as the discomfort to speak in front of them; in this

sense, the instruments gathered data that was analyzed chronologically to contrast and identify the different students' perspectives and perceptions during the pedagogical intervention.

The first problem was evidenced in the observation process where the field notes could show some behaviors that several students were having towards their performance by speaking in English.

"...The class provided the students with activities that promoted their participation; however, some students did not want to be engaged in the activities proposed by the teacher. The teacher asked them to speak out loud, but they were only silent. (...) once the class was about to end, I was able to get close to them and tried to ask why they didn't want to speak. Some replied that they were not so well speaking in English while others argued they felt insecure and were afraid of speaking in front of their classmates. (...) Finally, some told me they were afraid that their classmates would laugh at them; besides, some revealed that they did not enjoy the class"

[Excerpt of field note N° 4. April. 2019 Lines 18-25]

Besides, the following excerpt evidences the mentor teacher's reflections towards the development of the students' speaking skills.

"701 es un grupo divertido, ellos quieren aprender. (...) en este curso el speaking es la habilidad que más se trabaja, siempre le pido al estudiante que hable, que no importa si se equivoca pero que lo haga (...) sin embargo, una de las debilidades que puedo destacar es el miedo que ellos sienten al hablar en inglés y en público, ellos prefieren hablar en español, pero conmigo lo pueden hacer en inglés."

[Teacher's interview. April. 2019. Questions 7,8,9]

These perceptions were verified some classes later when the questionnaire brought to light the students' perspectives regarding their feelings towards the class. The answers for the questions 15 and 16 showed a pattern among the students.

15. ¿Participas en clase de inglés? Si ☒ No ☐ ¿Por qué?

Sí, pero no mucho.

16. ¿Te causa miedo hablar en inglés en frente de tus compañeros?

Sí, porque me da miedo equivocarme.

15. ¿Participas en clase de inglés? Si ☐ No ☒ ¿Por qué?

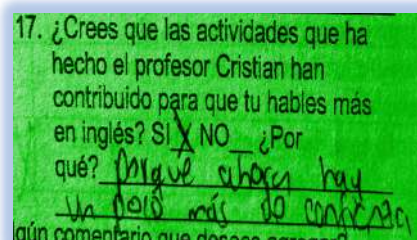
Me da pena equivocarme y que se burlen.

16. ¿Te causa miedo hablar en inglés en frente de tus compañeros?

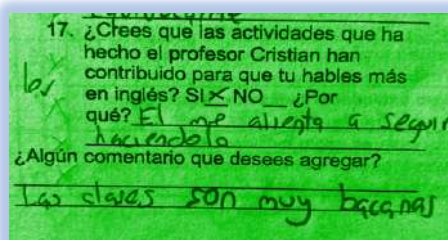
Sí, porque es un idioma que todavía no manejo.

[Questionnaire #1. June. 2019. Questions 15,16]

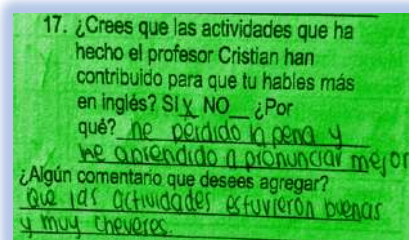
At that moment, the students showed a negative perception towards their performance when speaking in English as well as their discomfort to express themselves in the classroom. Nevertheless, thanks to development of the project data, the different perceptions of the students became evident. Thus, at the end of the first cycle it was evident that the activities designed under the principles of multiple intelligences helped students to create a conducive environment for learning since during this cycle the activities were carried out under the importance of values such as respect, empathy, and teamwork. The following excerpt shows the students' perceptions after completing the first cycle.



17. ¿Crees que las actividades que ha hecho el profesor Cristian han contribuido para que tu hables más en inglés? Si ☒ NO ☐ ¿Por qué? Porque ahora hay un poco más de confianza



17. ¿Crees que las actividades que ha hecho el profesor Cristian han contribuido para que tu hables más en inglés? Si ☒ NO ☐ ¿Por qué? El me alienta a seguir haciéndolo
¿Algún comentario que desees agregar? Las clases son muy buenas



17. ¿Crees que las actividades que ha hecho el profesor Cristian han contribuido para que tu hables más en inglés? Si ☒ NO ☐ ¿Por qué? no perdido la pena y me ayudado a pronunciar mejor.
¿Algún comentario que desees agregar? que las actividades estuvieron buenas y muy chéveres.

[Questionnaire #2. June. 2019 question 17.]

The previous data samples exposed the contrast of perspectives due to the significant change that the enabling environment for learning brought to the students in which they managed to feel comfortable; in addition, the activities helped to enhance their participation by speaking in English. After four weeks of the pedagogical intervention, the new environment allowed the students to find strategies to counter the speaking anxiety. This was notorious in the students' opinions towards the first cycle of the project and regarding to field notes as well.

“Researcher: ¿Cómo se han sentido en estas nuevas clases?

S1. Han sido súper chéveres ya que el profe Cristian propuso muchas actividades divertidas donde podemos aprender en grupo y hablar más *in English*.

S2. Me parece que ahora hay más confianza y se puede hablar sin miedo.

S3. Sí, es verdad. Ahora entendemos que todos nos podemos equivocar y eso no está mal.

Researcher: Recuerden que cada error es una oportunidad de aprender. ¿Han sentido que ahora pueden hablar más en inglés?

S1. Si profe porque ya no nos da tanto miedo hablar en voz alta.

S2. Las actividades nos han ayudado a aprender el *be going to* y nos hemos divertido mucho.

S3. Hemos aprendido palabras nuevas y las podemos usar cuando hablamos. ”

[Excerpt of Interview N° 1. August. 2019 Lines 5-16]

“The students are much calmer, they can participate more, now they talk more among themselves and not only in their small groups, they have understood that making a mistake is not a bad thing since this encourages them to learn a lot. They are very smart every new word is incorporated into their new vocabulary and they try to use it whenever they can.”

[Excerpt of field note N° 10. August. 2019 Lines 2-6]

All in all, the data collected during the observation and intervention process yielded important findings since the students felt much more comfortable and confident once a supportive classroom atmosphere had been built where they were able to participate and speak more in English, leaving aside the fear and insecurity that was found at the beginning. In addition, the activities that were designed with their interests in mind allowed them to foster a willingness to learn and to stay focused on the content of each class.

Category 2: Taking advantage of individual talents

The opportunity to work with the students’ individual talents when they were immersed in the English learning process evidenced good responses by enhancing their improvements areas; therefore, their talents helped them to improve their English communicative skills. Regard this, it is essential to bear in mind that a talent is an innate natural aptitude that can be acquired without being taught. According to Smutny, Haydon,

Bolaños and Estrada (2012), “Multiple intelligences theory brings to forefront of education the notion that individuals learn differently and the teachers need to identify their students’ strengths and provide a variety of strategies to support their talents and learning styles” (p. 61)

Since the beginning of the pedagogical intervention the students were involved in several activities that allow them to approach to the different multiple intelligences proposed by Gardner they were able to enjoy by learning.

Learning by moving. One significant factor driving students' positive responses toward overcoming anxiety when speaking English was the opportunity to use their talents in the classroom. This was an essential aspect since the students were able to feel comfortable working with their talents; thus, they had an innovative approach to their learning process focus on their speaking skills. The students were immersed in several activities that allowed them to get to know how the multiple intelligences theory works in the cycle 1 (as mentioned in Chapter 4). It was evident that the activities designed under the bodily kinesthetic intelligence boosted the willingness of the students to be committed to the assigned activities.

The activities that promoted movement both inside and outside the classroom showed that the students had a better attitude since these activities offered a change in the classroom setting where the importance of learning while having fun was notorious. The data revealed the students’ perceptions towards the use of the bodily kinesthetic intelligence in the classroom activities.

“¿Cuáles fueron las clases que más les han gustado?

S4. Cuando fuimos al gimnasio y teníamos que saltar con los aros.

S5. A mí también me gustó esa y cuando teníamos que correr y armar la torre de los vasos.

S6. Cuando salimos por el colegio y creamos oraciones con el uso del *be going to*.

¿Por qué les gustó esas actividades?

S5. Pues es chévere salir del salón, divertirse, jugar y pues uno va aprendiendo.

S6. El inglés se vuelve divertido porque no es solo estar sentados y ya.

S4. Sí, además a uno le gusta participar y así uno habla más en inglés.”

[Excerpt of interview N° 2. April. 2019 Lines 1-7]

Regarding the students’ appreciations about the activities, it was found that through the use of this intelligence already mentioned, the learning process was promoted through the fun. According to the data, it was possible to demonstrate the positive responses that working with their talents and abilities can provide by counteracting the anxiety of speaking out of the desire to participate. Furthermore, the following excerpt illustrates how those activities were important in this development of the project:

“The students really enjoyed today's class, today the bodily kinesthetic intelligence was worked and the variety of activities promoted their desire for participation. Although the activity promoted a bit of a mess as we were playing, running and jumping, most of the students showed that they wanted to participate. In addition, these activities promoted the friendship relations among them since they had to work as a team. It was found that there was no anxiety or fear of speaking as the students felt supported.”

[Excerpt of Field Note. April. 2019 Lines 1-7]

Consequently, at the end of the second cycle with the presentation of the final product made in relation to multiple intelligences (as described in Chapter 4) the data showed the students’ progress in overcoming anxiety since by enjoying the classes and putting into practice their talents, they managed to feel calmer and without fear. The last questionnaire was applied by the students in the final part of cycle 2 where it can be seen that the students had taken into account the importance of working with their multiple intelligences.

Did you like to work with this intelligence? Yes ☒ No ☐
why?: because I use my abilities to learn more, I enjoy.
Do you think it is important to work in classes with multiple intelligences? Yes ☒ No ☐
why?: You can speak in English the activities are cool.

Did you like to work with this intelligence? Yes ☒ No ☐
why?: Because it is funny and cool
Do you think it is important to work in classes with multiple intelligences? Yes ☒ No ☐
why?: Because, it is to improve

[Questionnaire #4. November. 2019 questions 3.]

The support provided by the activities designed under the bodily kinesthetic intelligence was considered as an important and effective for the students to be engage in the classes as well as to be participate by using their speaking skill, so they were able to put their fears away and focus on their learning process while having fun.

Learning by sharing. Being engaged in the activities designed under the principles of the Multiple Intelligences, the interpersonal intelligence was one of the most developed throughout the process since it was essential to foster some empathic attitudes among them. Several group activities were designed for them to get to know all their classmates, to build up confidence, and to create a pleasant place to learn.

At the beginning of the pedagogical intervention it was evident that the students did not rely on each other. As the following excerpt taken from the field notes shows:

“The students were a little distant from each other, some groups were already formed and there was not much empathy between them. Students laughed at their peers and there was often a lack of respect. The students did not want to work in different groups and did not like the mentor teacher to change their position in the classroom.”

[Excerpt of field note N° 3. April. 2019 Lines 1-7]

In contrast, data showed that through the development of the activities proposed, interpersonal relationships were strengthened, promoting a great friendship among them, the union as a group was noted, they supported each other as a family would due to the

group activities allowed them to talk to all their classmates not only with the ones the students were used to get with.

“After oral presentations, valuable teachings can be highlighted. The students lost their fear of being judged badly by their peers, instead the students felt motivated and confident as everyone was silent and listening to their projects. Additionally, the students made final comments and were filled with positive energy and good pieces of advice.

[Excerpt of field note N° 20. November. 2019 Lines 15-20]

The above showed that the interpersonal activities helped students to create a pleasant atmosphere for learning. Further, the data revealed that they established ties of trust among themselves where speaking in English did not cause them a problem as fears were being faced and being overcome. The following excerpt shows that the participants had a progress by speaking in English by changing the perspective they used to have about the anxiety and fears when talking, as shown below:

“Muchachos, cuéntenme si han sentido algún cambio desde que comenzaron las clases teniendo en cuenta las Inteligencias Múltiples.

S12. Si profe, pues ahora nos gusta participar ya que las actividades te hacen hablar porque siempre hay que dar opiniones, reflexiones, etc.

S13. Yo creo que el cambio más grande ha sido que ahora nos respetamos más que antes y no nos burlamos si alguien cometió un error ya que es normal y pues como que uno se siente más cómodo cuando le toca a uno pasar a hablar como en el día de las presentaciones.

S14. Si yo creo que ahora pues nos tratamos de apoyar entre nosotros para que a los que antes les daba miedo hablar pues ya no tuviera miedo.

[Excerpt of Recording N° 4. November. 2019 Lines 15-20]





As it could be seen in the previous transcript, the students were aware that multiple intelligences contributed significantly in the process of counteracting the anxiety of speaking in English. Besides, the data revealed that activities created with interpersonal intelligence in mind boosted trust, teamwork, and cooperation in order to succeed and speak without fear.

Category 3: The supportive role of Multiple intelligences activities.

This category refers to the guiding role that the activities under the principle of multiple intelligence theory offered the students throughout the development of this current research study. According to Armstrong (2000), the multiple intelligences theory provides the teachers with new perspectives on different ways of managing the strategies that are used to keep the peace and make sure a smoothly learning environment; in this sense, the students will be able to learn and express themselves by doing a better performance, if they are capable to feel peace of mind while learning. In that vein, the data disclosed two support sources that emerged by applying the activities that were designed under the principles of the multiple intelligences theory.





Motivating students to speak. Fostering the participation in the class was a fundamental aspect in order to develop the speaking skills. This first sub-category refers to the way in which the activities that were designed under the principle of multiple intelligences theory boosted the motivation in class. As stated by Wentzel and Brophy (2014) “*Motivation to learn* refers to a student’s propensity to value learning activities: to find them meaningful and worthwhile, and try to get the intended benefits from them” (p. 218). In this sense, this process was carefully studied throughout the intervention process. Thus, it was evident at the beginning that the skill the students least enjoyed was speaking; this can be supported thanks to the data gathered in the first questionnaire applied.

5. ¿Cuál es la habilidad que más se te dificulta y por qué?

			
Listening	Speaking	Reading	Writing





NO ME GUSTA

5. ¿Cuál es la habilidad que más se te dificulta y por qué?

			
Listening	Speaking	Reading	Writing

porque no tengo un buen manejo de las palabras

5. ¿Cuál es la habilidad que más se te dificulta y por qué?

			
Listening	Speaking	Reading	Writing

tengo pánico a hablar

[Questionnaire #2. June. 2019 question 5.]

Regarding the first cycle activities (exposed in Chapter 4), the students were able to approach the multiple intelligences since the classes were adequate and set by taking into account each intelligence proposed by Gardner. The data evidenced that those activities within the classes fostered the participation among the students as well as promoted the speaking skills since the students needed to express themselves to carry out the tasks.

The recordings showed in the beginning that the students did not feel comfortable of standing up in front of their peers and speak in English. It can be shown in the first sample given by the students' oral presentations.

S1: ...Do you know what special day it is today?
All of them: Yes. It's Easter Day.
S2: It's the day we celebrate that wonderful miracle of Jesus ... being raised from the dead.
All of them: Halleluiah!
S3: Do you see this old dried up bulb? It looks like it's pretty...dead. Many people think that if you ... put this in the ground ... nothing will happen at all.
S1: It would seem like ... it would just stay in the ground dead forever and that would be the end of the story.
S2: However, that's not what happens.
S3: What takes place if we put this in the ground?
Audience answer ...
All of them: That's right it can grow into a beautiful flower full of life.
(They show them the beautiful flower.)

[Recording #5. Group 5. July. 2019]

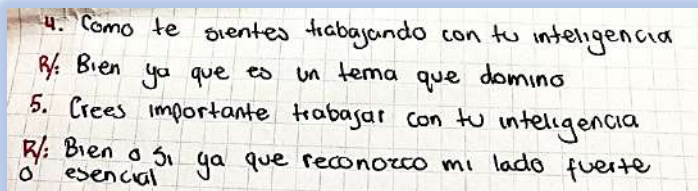
The students gave their best, but it was noticeable that they were pretty nervous, they did not seem comfortable, some of them even were shaking when speaking. The field notes for that class evidenced this important fact.

“Oral presentations day: The students were prepared to present the Holidays’ oral presentations. They were pretty anxious but I witnessed their efforts by preparing the scripts, stages, and clothes for them to perform a chosen holiday. Some of them were not able to say a word so they preferred to sit down, others were even shaking when speaking, their words were barely understandable, the students were looking at the floor which can mean they did not feel comfortable of being there”

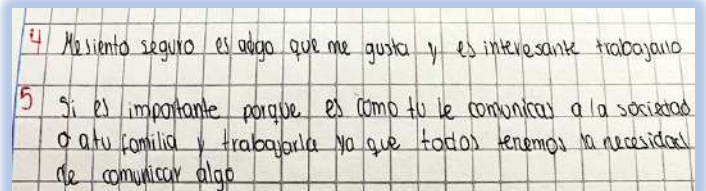
[Excerpt of field note N° 17. July. 2019 Lines 1-7]

Observing this sample, it is possible to state that the multiple intelligences theory played an essential role by developing scenarios in which they would like to be engaged since the topics were interesting and striking for them. Therefore, the students' multiple intelligences were used to carry out the activities in which it was possible to take advantage of their abilities and interests.

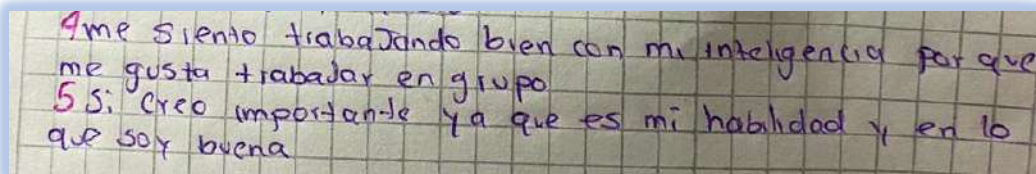
Subsequently, data showed that once the activities were launched the students were willing to participate in each proposed activity, they all wanted to be engaged in the class, and they were able to speak more. The more time was passing they appropriated more and more of multiple intelligences. The following excerpts evidenced their progress and perceptions once they had the opportunity to have an approach to the activities based on the Multiple intelligences principles.



4. Como te sientes trabajando con tu inteligencia
R/: Bien ya que es un tema que domino
5. Crees importante trabajar con tu inteligencia
R/: Bien o si ya que reconozco mi lado fuerte
o esencial



4 Me siento seguro es algo que me gusta y es interesante trabajar
5 Si es importante porque es como tu le comunicas a la sociedad
o a tu familia y trabajaria ya que todos tenemos la necesidad
de comunicar algo



4 me siento trabajando bien con mi inteligencia por que
me gusta trabajar en grupo
5 Si, creo importante ya que es mi habilidad y en lo
que soy buena

[Questionnaire #3. September. 2019 questions 4-5.]

Teacher: Ustedes creen que las actividades que hemos hecho han contribuido para que puedan hablar más en inglés.

S1. Sí, porque siempre en casi todas las actividades hemos tenido que hablar y ha sido chévere ya que hemos podido trabajar en grupo entonces eso nos ayuda a poder confiar en los demás y desarrollar nuestra habla.

S2. Sí, además en grupo tus compañeros te pueden ayudar a aprender más fácil.

Teacher: ¿Cómo se han sentido en las últimas clases de inglés?

S3. Pues yo sentido que las actividades han sido muy divertidas y lúdicas.

S4. Son diferentes a todas las demás por eso son chéveres.

Teacher: ¿Ustedes creen que las actividades que hemos hecho han fomentado el Speaking

en clase?

S3. Yo creo que sí, porque por ejemplo en la actividad de las imágenes teníamos que crear una historia y todos hablamos en inglés y utilizamos el *be going to*.

S4. Si obvio, porque por ejemplo en la actividad de la música, todos estábamos pendientes de escuchar los sonidos de las palabras para después hablarlo.

S5. Si porque en todas las actividades teníamos que hablar en inglés, pero era chévere porque había muchos juegos y temas interesantes con las inteligencias.

S6. Me sentía más motivado para hablar porque las actividades eran muy divertidas.

[Excerpt of the semi-structured interview N° 2. September 2019]

As the previous data examples showed, the use of multiple intelligences activities in the classroom provided the students with experiences that allow them to feel motivated and engaged. Data illustrated that they were able to speak in English more time than before; hence, the speaking skills improved. Besides, the students committed to their own learning process and used their multiple intelligences to be able to speak.

Encouraging students to speak. This second sub-category describes the process in which the students were able to implement their multiple intelligences by creating a product in the final part of the cycle (as described in Chapter 4). The students could take advantage of their multiple intelligences, interests, abilities, and talents in order to be immersed in a project that they were able to develop in an oral presentation activity. During the project, it was fundamental to encourage the students to take some responsibility for going through an excellent product (Baker & Westrup, 2003).

The data revealed that when the students were developing the project, they were engaged and willing to implement their individual intelligences to carry out an interesting project. This can be evidenced in the following excerpt.

“...The students were really excited by working on their projects, they seem to be so engaged in the activities, they have created really good products. Besides, they got several such good ideas to carry out the projects. They students are trying to use the English as much as they can when speaking with me and their classmates...”

[Excerpt of field note N° 25. October. 2019 Lines 8-11]

In consequence, the oral presentations showed that the students were calm and confident in front of their classmates when they needed to speak. Besides, all the students were presenting their projects, some of them were working in groups while others preferred to work alone by using their intrapersonal intelligence. The class was recorded and the artifacts were gathered, the results were satisfactory. It can be evidenced in the recordings for their oral intervention that students improved their speaking skills.

S1: Hello everyone. My name is Juan Esteban Lozano and I am going to present my project. I chose this project because I love Sports. This project will help me to play my favorite sports in the same field. I won't have to go in another field to play different sports. I created a field that can change with a button. (...) The people will play different games in the same place. They have to press this button and it will change.

Teacher: Did you use your intelligence to design your project?

S1: Yes teacher, I used the bodily-kinesthetic intelligence because I love sports and this is a good way to enjoy the sports. The people will play soccer, basketball, golf, and baseball.

Teacher: What is your favorite sport?

S1: My favorite sport is basketball, teacher.

[Excerpt of the recording N° 10. November. 2019]



[Artifact #15. 2019]

Overall, it was evidenced that using the multiple intelligences as a role to encourage students to speak in English facilitated their process since they were able to feel comfortable working with their interests which allowed their performance to improve greatly. Furthermore, the last questionnaire revealed that the students appreciated the multiple intelligences activities as a way to learn and improve their speaking skills.

6. Do you believe that working on multiple intelligences you can speak more in English? Yes ☒ No ☐ why?:
yes because I feel good

6. Do you believe that working on multiple intelligences you can speak more in English? Yes ☒ No ☐ why?:
Because help my the reinforce my english we communicate than other people.

6. Do you believe that working on multiple intelligences you can speak more in English? Yes ☒ No ☐ why?:
Yes, because I feel better using my abilities

6. Do you believe that working on multiple intelligences you can speak more in English? Yes ☒ No ☐ why?:
Because find new ways to learn

[Questionnaire #4. November. 2019 questions 6.]

Category 4. Improving not only my speaking but all the communicative skills.

This category showed how the use of a set of activities designed under the Multiple intelligences principles contributed not only to improve the speaking skills, but also the other communicative abilities (writing, listening, reading). Considering Oxford (1990), Integrating the language skills promote the learning of real content. The students will be able to see that English is not just a subject of academic interests, but English becomes a real channel of communication and interaction among people. The category arose when the data revealed that the other skills were also promoted.

Developing my Receptive Skills. This first sub-category refers to the improvement students had in their receptive skills throughout the intervention process. These skills are listening and reading. When the students are learning a new language, they tend to develop their receptive skills first since the student start receiving several impressions through their senses, students go through a decoding process where through reading and listening they are able to connect ideas and acquire vocabulary to later be used and applied.

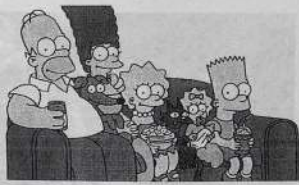
First of all, data revealed that the activities based on the theory of multiple intelligences contributed to strengthen some areas of opportunity related to the skills already mentioned. Activities such as listening to current songs that students really liked because they have young and modern rhythms made it possible for them to enjoy a listening activity while they could read the lyrics of the song and between songs and dances, they discovered its meaning. New vocabulary was gained and new expressions that they could easily use. Meanwhile, not only those who enjoyed musical intelligence or those who were close to linguistic intelligence felt good in these activities, but also everyone else was able to be part of this facet to improve the skills.

At the beginning, the data revealed that the students were able to read and create relations between what they read and some questions about it. However, it was evident that the students only could read very basic paragraphs as well as they could listen to some recordings and they tried to associate some words and accents. The data showed the following.

[Artifact #2 & #3. 2019]

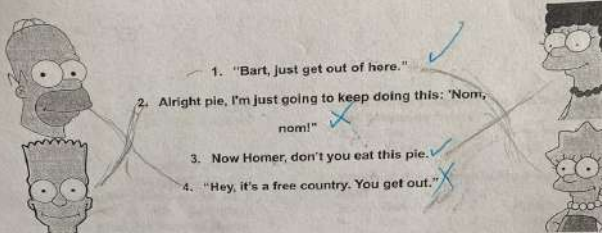
Reading Section
Read the following text and look at the picture about The Simpsons and answer questions 1, 2, 3, and 4.

The Simpsons are a typical American family living in Springfield, United States. Homer, the father works as a safety inspector at the Springfield nuclear power plant. He married Marge. She is a common housewife and mother. Both have three children: Bart, a troublesome 10-year-old boy, Lisa, an intelligent 8-year-old girl, and Maggie, a baby who does not speak but communicates by sucking a pacifier. The family also has a dog whose name is Santa's little helper, and a cat named Snowball II.



- How many members are there in the Simpsons family?
a. five c. seven ✓
b. three d. ten
- Which of the siblings is the oldest one?
a. Bart ✓
b. Lisa c. Maggie
d. Homer
- Where does Homer work?
a. In the house.
b. In Mr. Burns' House.
c. In the school
d. In the nuclear power plant. ✓
- How can Maggie communicate with the family?
a. Talking.
b. Sucking a pacifier. ✓
c. Crying.
d. Moving her hands.
- Read the next statements and mark True (T) or False (F).
Marge is a housewife and the dad too. **F** ✓
Bart is 10 years old. **T** ✓
The cat's name is Santa's little helper. **F** ✓
Lisa is the most intelligent in the family. **T** ✓
Maggie doesn't speak. **T** ✓
Marge and Homer have four children. **F** ✓

Listening Section
1. Watch, Listen to, identify and match the character with the sentence.



- "Bart, just get out of here." ✓
- Alright pie, I'm just going to keep doing this: "Nomi, nomi!" ✓
- Now Homer, don't you eat this pie. ✓
- "Hey, it's a free country. You get out." ✗

2. Now, listen to the story that the teacher is going to tell you and draw what you hear. You have to take into account the following facts:

- There are five animals.
- Five colors are mentioned.
- There are five fruit.

Handwritten notes and drawings include: "good", "turtel" (with a drawing of a turtle), "horse", "cat" (with a drawing of a cat), "elephant" (with a drawing of an elephant), "banana" (with a drawing of a banana), "apple" (with a drawing of an apple), "watermelon", "lemon", and "strawberry". There are also five colored circles (yellow, red, blue, green, brown) with checkmarks next to them.

“The students were able to read the short paragraph in order to check the reading skill, but some of them were unable to associate what they had read with the questions. The reading activity had basic vocabulary and basic questions, most of them used dictionary to look for an unknown word (...) The listening activity showed that students need to keep working on listening activities since they cannot understand the recordings main idea, but only some known words.”

[Excerpt of field note N° 7. 2019 Lines 8-11]

Regarding the data showed above, the students had the ability to read short paragraphs in English and listen to short recordings; however, the students reading and listening skills were basic and it was notorious the lack of vocabulary. Throughout the intervention process several activities were developed in which the students needed to put those skills into practice. The next excerpt shows an artifact that was carried out in order for him to improve both skills.

THINKING OUT LOUD – Ed Sheeran	READING PART:
When your <u>tears</u> don't work like they used to before And I can't sweep you off of your <u>feet</u> Will your mouth still remember the taste of my <u>love</u> Will your eyes still smile from your <u>cheeks</u> And darling I will be loving you 'til we're <u>seventy</u> And baby my heart could still fall as hard at <u>twenty-three</u> And I'm thinking 'bout how people fall in love in mysterious ways Maybe just the touch of a <u>hand</u> Oh me I fall in love with you every single day And I just wanna tell you <u>I am</u> So honey now Take me into your loving <u>arms</u> Kiss me under the light of a thousand stars Place your head on my beating heart I'm thinking out loud Maybe we found love right where <u>we are</u> When my hair's all but gone and my memory fades And the crowds don't remember my <u>name</u> When my hands don't play the strings the same way, I know you will still love me the <u>same</u>	'Cause honey your soul can never grow old, it's evergreen Baby your smile's forever in my mind and memory I'm thinking 'bout how people fall in love in mysterious ways Maybe it's all part of a plan I'll just keep on making the same mistakes Hoping that you'll understand But baby now Take me into your loving arms Kiss me under the light of a thousand stars Place your head on my beating heart I'm thinking out loud That maybe we found love right where we are, oh So baby now Take me into your loving arms Kiss me under the light of a thousand stars Oh darling, place your head on my beating heart I'm thinking out loud That maybe we found love right where we are Oh maybe we found love right where we are And we found love right where we are

[Artifact #8. 2019]

This activity was made taking into considerations the students' interests; in this sense, it was evidenced that the students enjoyed the activity while they were improving the listening and reading skills. Their perceptions showed the progress since they argued that

they were able to read and listen better than the previous sessions by using the vocabulary and the knowledge they learnt in all the activities.

Teacher: ¿Ustedes piensan que las actividades que hemos hecho han contribuido a la mejoría de la lectura y escucha en inglés?

S4. Sí porque yo pienso que hemos aprendido muchas palabras que ya reconocemos cuando leemos o escuchamos cuando tú hablas en inglés y pues además tu siempre nos explicas si no entendemos una palabra.

S5. Yo creo que si ya que hemos hecho actividades de *reading* y *listening* y me he sentido mejor que antes porque ya entiendo un poquito más.

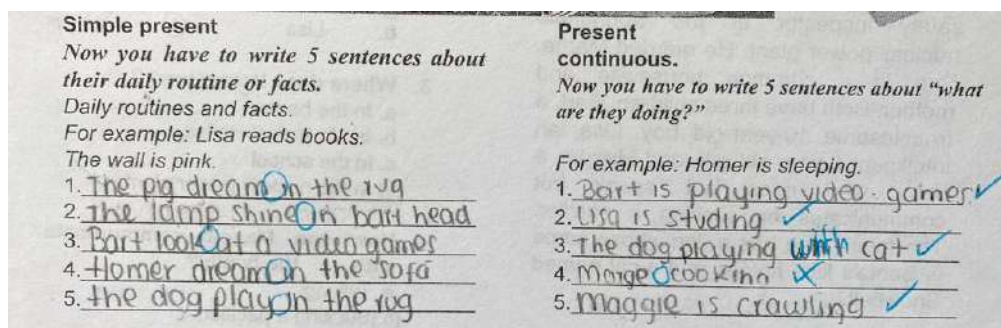
S6. Sí, por ejemplo, cuando escuchamos las canciones pudimos no solo escuchar sino también leer y entender que decían las letras de las canciones si eran románticas o tristes, y pues fue chévere porque tu empiezas a conocer más palabras y las puedes usar más adelante por ejemplo cuando hicimos el proyecto.

[Interview #4. July. 2019]

Thanks to the data gathered, it was possible to determine that the activities designed under the multiple intelligences principles not only improved the speaking skills but also the reading and listening skills were enhanced since the students were able to integrate the new vocabulary that they learnt in the different activities to create a meaningful knowledge.

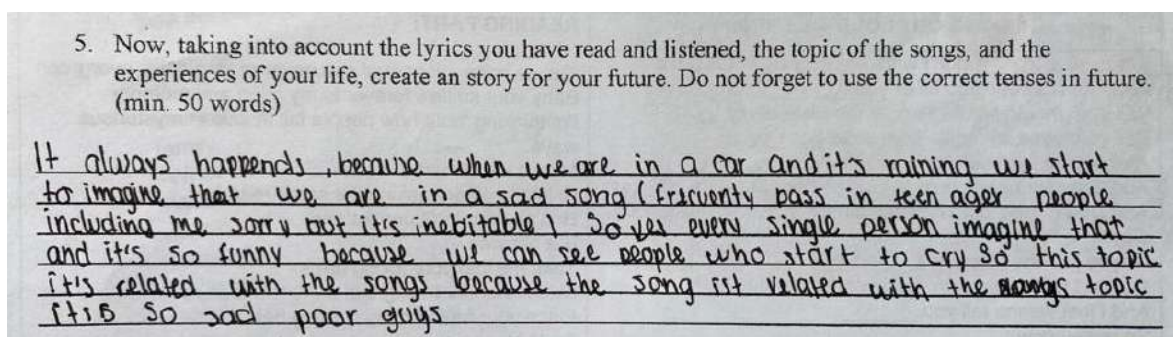
Enhancing my Productive Skills. This sub-category refers to the productive skill which is related to the production of language in a written form; in this sense, the writing skill was studied since the beginning of the process and it was possible to see that the students were able to improve their English writing.

It was demonstrated in the first activity that was done related to writing, the students were able to create meaningful sentences based on the topic that was being developed in class; however, the students only wrote isolated ideas and short paragraphs with many mistakes. The following excerpt supports the students' difficulties when writing.



[Artifact #4. 2019]

During the intervention process, the main grammar topics were explained to them by using the activities based on the multiple intelligences' principles, this allowed students



to acquire new knowledge that later was used in order to write. It was noticeable the students' progress regarding the writing skill once they had the opportunity to write a story related to a song that was read and listened before.

[Artifact #9. 2019]

In the artifact just presented, it was evidenced that the students were able to write long ideas that were connected to each other. Besides, they had the opportunity to create a story related to a popular song they enjoyed listening to as well as to improve their English writing skills. The data also revealed that students improved their vocabulary and the grammatic tenses.

“Today, when I was checking the writing activity I was able to see the students' progress since now they are able to write complete ideas by deleting the isolated phrases. The students have used the new vocabulary that we have been learning as well as new words that they are getting. Although there are still some mistakes related to grammar and

punctuation, it is evident that they are improving their writing skill.”

[Excerpt of field note N° 7. 2019 Lines 8-11]

As shown, the data revealed the progress by contrasting the first activity in which the students had the opportunity to write with the last activity that evidenced that the students can write long meaningful sentences that can be connected in order to create a paragraph. The set of activities designed under the multiple intelligences principles allowed the students to learn in every class new vocabulary and they were able to use it in her writing process.

Chapter 6

Conclusions and implications

This chapter displays the conclusions of this research study regarding the findings presented and described in the previous chapter. Besides, the implications that this project represents to the process of overcoming the speaking anxiety and improve the speaking skills through the use of activities designed under the Multiple Intelligences principles will be explained. Finally, the limitations of the study and the suggestions for further research are developed.

Conclusions

This qualitative action research project aimed at describing the students' responses to the use of a set of activities designed under the principles of Multiple Intelligences; likewise, the study proposed to identify the role of those activities in an attempt to overcome the speaking anxiety as well as to improve the speaking skills. Therefore, the two research questions that guided this study were:

1. How do 701 students' respond to the use of a set of activities designed under the multiple intelligences principles in order to overcome the speaking anxiety?
2. What is the role of a set of activities designed under the multiple intelligences principles in the development of speaking skills?

In response to the first question, the data revealed that the use of set of activities based on the multiple intelligences theory had two kinds of students' responses when overcoming the speaking anxiety was the main issue to deal with. As a first response, it was evidenced that students established a learning community and a supportive classroom atmosphere which according to data helped them to overcome anxiety when they spoke in

English due to fact that the students felt more confident with themselves thanks to the new atmosphere that was created where all the students had the opportunity to participate without any fear.

Besides, data showed that they developed essential interpersonal relationships in environment that allowed them to feel calm, respected, and supported by their classmates; thus, the students were able to counteract the speaking anxiety by promoting an area of learning that helped them to combat their fears and insecurities.

Furthermore, students had the opportunity to work with their individual talents since the activities based on the principles of multiple intelligences allowed them to explore new ways in which they were able to feel comfortable when learning and working. This empowered the students to engage in the activities by participating and speaking in English; bearing in mind the data, it was possible to demonstrate that the students enjoyed learning when their individual talents and abilities were outstanding as well as the possibility to use them to overcome their anxiety when they spoke in English.

Throughout the use of the multiple intelligences principles, the data showed that students were able to build up an atmosphere in which they felt calm and comfortable and this enabled them to overcome their fears when speaking in English. Moreover, data demonstrated the contrast that there was in the process of overcoming the anxiety of speaking in English taking into account that was evident the students' progress when they were able to show that their fears had been counteracted through the zone of tranquility and support that themselves building along the process of pedagogical intervention.

In order to respond the second research question, the data showed that the set activities of activities designed under the multiple intelligences principles had two main roles in the development of students' speaking skills. The first role was related to the

students' motivation. The data revealed that when students are involved in an environment in which their multiple intelligences are used, they are able to feel motivated since they have the opportunity to implement their individual talents and abilities in order to learn. Throughout the process, data showed that students enjoyed learning when the activities in the class were focused on their individualities. The motivation was demonstrated by students' participation, engagement, and commitment with the class.

The second role was linked with the students' encouragement to speak in English. The data demonstrated that the set of activities under the multiple intelligences principles allowed them to empower themselves to speak more in English since they were able to be involved in activities in which they had the opportunity to use their abilities and talents. Bearing in mind what the data showed, this triggered an encouraging role because this stimulated the development of students' speaking skill by providing the opportunity to work on what they enjoy doing to strengthen their learning process.

Furthermore, the data disclosed throughout this project that the students were able to improve not only their speaking skills but also their other communicative skills (listening, reading, and writing). The data showed their progress since they were able to implement the new vocabulary, grammar rules, and knowledge they gathered during the intervention classes in order to strengthen the different skills. It was shown that students had the opportunity to take advantage of their abilities and talents by using the multiple intelligences theory to enhance all the communicative skills.

Finally, data revealed in this study that the set of activities designed under the multiple intelligences principles allowed students to enhance their English skills since the activities offered them the opportunity to approach a foreign language while simultaneously

implementing their abilities and talents to trigger a desire and motivation to learn and to be able to develop and strengthen their English communicative skills.

Implications

Many implications emerged in the development of this research project. Firstly, the focus was directed at teaching English as a foreign language in the Colombian educational community, then the implications related the Instituto Pedagógico Nacional school which is the institution where the project took place were evidenced; furthermore, the implications for the participants and students were shown, and finally, the implications for me as a student, teacher and researcher.

In the first place, it is important to highlight that carrying out a project in which the multiple intelligences theory is outstanding implies that different strategies should be applied when teaching a foreign language and this contributes to meet local needs. In the development of this project, it is important to stand out that working with the principles of multiple intelligences represent a significant contribution to education since it is possible for students to work with the innate abilities as well as to strength interpersonal relationships among them; in this sense, the students may be able to share and apply what they have learnt not only inside of the classroom but in their sociocultural and personal context.

Education must find a balance point where the individualities of the students can establish a direction to follow in the curricular approaches in our country. This project shows that there are different methodologies that teachers of all subjects can implement since focusing on students' intelligences not only allows them to learn a new language but also allows the development of students' skills in any setting. Moreover, ELT community

should take advantage of this theory to counteract a very common pattern that is affecting the educational community nowadays such as the student's anxiety.

With regards to the field of speaking skills improvement in an EFL classroom, this project has a number of implications as well. First, it is necessary to implement different approaches that offer the possibility of promoting the language learning process while allowing fun in the process; in this sense, students will be able to identify the importance of speaking in a new language but they will also enjoy doing it. Second, this project allows us to focus on the individualities of each student to really know their needs and areas for improvement where it is possible to establish the importance of working with them and not only for them. Third, speaking should be considered as the skill that allows people to communicate with others all along the world, so the speaking will become a necessity for them to work on it.

Regarding the institution where this project was carried out, some implications have been reflected. Taking into account that the Instituto Pedagógico Nacional in its PEI emphasizes that multiple intelligences play a fundamental role in the development of student abilities; in this way, this project implies the usefulness that the activities under the principles of this theory represent for the effectiveness of learning since those activities foster student's empowerment in which they feel motivated to participate and be interested in their own learning process. Further, the school will be able to get closer to the Basic Proficiency Standards that have been proposed by the National Education Ministry.

Taking the participants of this study into account, it is essential to highlight that the students recognized that if they work with their skills they can strengthen other areas of learning not only in approaching of a new language but also in any situation in their lives in

which they want to learn something new. They will be able to use their intelligences to achieve what they want.

Last but not least, the implication that this project had for me as a student, teacher and researcher has been the total change in the perspectives in which I could have been taught. Eventually, the importance of the different existing methodologies that can be used and take advantage of them is not taken into account; that is why it is necessary and fundamental for an educator not to stop researching as well as to look at each individuality in a classroom. At this time, I may be able to identify the importance that students have in creating lesson plans and a curriculum that suits them, and not the other way around. This project implies to me the importance of multiple intelligences theory and how essential it is to work on a problem like anxiety.

Limitations

In this section, I will explain the challenges that I had to face when this research project was implemented. The first limitation that was found in the development of this project was time since in several occasions it was not enough to have one or two class sessions to carry out all the objectives proposed for each activity, taking into account that this project had to be coupled with the mentor teacher classes and topics according to the timelines established by the school. Further, the institutions activities' such as flag raising and meetings with students, many times replaced the pedagogical implementation process.

Another important limitation was related to the local context of the city, the university, and the school, where in many occasions the project development was affected by protests and strikes since the students did not go to school due to these actions already mentioned. In addition, an unexpected limitation in this research project arose regarding the

COVID-19 pandemic which did not allow the normal course that this project had set out since it was not possible to attend the classroom classes at school and continue the project to see more effects of learning from the students.

Finally, another limitation was related to the students' behavior throughout the process since at beginning of the implementation they were loud and disrespectful to the class and their classmates.

Further Research

Some new ideas were emerging once the project was being developed and this provides the opportunity to keep working on future research. It would be important to focus on the activities designed under the principles of Multiple intelligences in order to improve all of the student's communicative skills (speaking, listening, reading, writing), although this project demonstrated that working only on the students' speaking skills, the other abilities were also improved, it would be interesting to integrate all the skills in one project. On the other hand, it might be interesting to group the students who may have different intelligences so that among themselves they can create bonds of trust and creativity by seeing the difference that each one can contribute.

The multiple intelligences theory provides with several tools and strategies that allow students of all ages to work on it; in this sense, it would be fascinating to implement its benefits with students in kinder garden and primary as well.

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MULTIPLE INTELLIGENCES: A WAY TO OVERCOME SPEAKING ANXIETY AND IMPROVE SPEAKING SKILLS

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ANNEXES

Annex 1. Diagnostic questionnaire.



UNIVERSIDAD PEDAGÓGICA NACIONAL
INSTITUTO PEDAGÓGICO NACIONAL
ENCUESTA 701.



¡Hola! El siguiente cuestionario que vas a llenar va a ser el comienzo de nuestro proceso. Estas preguntas tienen el fin de conocerte mejor para saber cómo encaminar el proyecto donde vamos a estar involucrados. Así que, ¡relájate, sé sincero y comencemos!

1. ¿Cuál es tu nombre? Manuela Rojas Manrique

2. ¿Cuántos años tienes?

11.	12.	13.	14.	15.	Otro: _____
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3. ¿Con quién vives?, marca una X y al final suma el total de las personas.

Mamá <input checked="" type="checkbox"/>	Papá <input checked="" type="checkbox"/>	Hermanos, ¿Cuántos? <u>1</u>	Abuelit@s	Ti@s, ¿Cuántos? _____
Prim@s, ¿Cuántos? _____	Sobrin@s	¿Tienes mascota? Si <input type="checkbox"/> No <input checked="" type="checkbox"/>	Otros, ¿Quiénes? _____	TOTAL DE PERSONAS EN TU HOGAR: <u>4</u>

4. ¿En qué barrios vives y cuál es la localidad?

Barrio: Servita Localidad: Usaquén Estrato: 4

5. ¿Qué tipo de vivienda es tu hogar? marca una X respectivamente

Arrendada	Propia <input checked="" type="checkbox"/>	Familiar	Otra, ¿Cuál? _____
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6. ¿Cuál es el medio de transporte que usas para llegar al colegio?, marca una X respectivamente.

Carro familiar.	Ruta escolar <input checked="" type="checkbox"/>	Transmilenio.	Sitp.	Colectivo.
Uber/Taxi.	Motocicleta.	Caminando.	Otro, ¿Cuál? _____	

7. ¿Cuál es tu materia favorita?

Inglés <input checked="" type="checkbox"/>	Matemáticas	Español	Ciencias	Sociales
Filosofía.	Ed. Física	Artes	Tecnología	Otra: _____

TU RELACIÓN CON EL INGLÉS

1. ¿Te gusta el inglés?

Si ☒ NO ☐ ¿por qué?

porque me gusta aprender nuevas lenguas.

2. ¿Cuál es la habilidad que consideras es la que mejor has desarrollado? Marca con una X.



3. ¿Cuál es la habilidad que sientes es tu mayor dificultad? Marca con una X.



4. ¿Te gusta la música en inglés? marca a, b, c, ó d, según tu gusto.

a. Si, me gusta mucho.

b. Si, pero no la escucho frecuentemente.

c. No, porque no la entiendo.

d. No me gusta.

5. ¿Has visto o ves series y/o programas en inglés?

Si ☒ NO ☐ ¿por qué?

pero que el audio fuerte le re el habla

6. ¿Has visto o ves películas, series y/o programas en inglés por Youtube/Netflix? Si ☒ NO ☐

a mi familia y a mi no le agrada este idioma.

7. ¿Estudias o has estudiado inglés por fuera del colegio?

Si ☒ NO ☐

de ese fecho?

Si ☒ NO ☐

TU RELACIÓN CON EL ENTORNO

8. ¿Qué tipo de actividades te entusiasman?

leer, jugar, salir, dormir, bailar

9. ¿Cuál es tu fortaleza?

hablar

10. ¿Cuál es tu debilidad?

leer en inglés

11. ¿Cuáles son tus hobbies?

bailar, leer

12. ¿Cómo es tu relación con tus compañeros de clase?

BUENA ☒ REGULAR ☐ MALA ☐

¿por qué? nos ayudamos unos a otros

13. ¿Qué prefieres? Marca con una X.

 Estudiar	 Jugar
 Leer	 Dormir
 Bailar	 Hablar
 Escribir	 Escuchar
 Pensar	 Sentir
 Crear	 Conectar
 Ayudar	 Liderar
 Organizar	 Gestionar
 Negociar	 Resolver
 Colaborar	 Comunicar
 Trabajar	 Jugar
 Aprender	 Enseñar
 Investigar	 Presentar
 Conectar	 Colaborar
 Liderar	 Gestionar
 Negociar	 Resolver
 Colaborar	 Comunicar
 Trabajar	 Jugar
 Aprender	 Enseñar
 Investigar	 Presentar
 Conectar	 Colaborar
 Liderar	 Gestionar
 Negociar	 Resolver
 Colaborar	 Comunicar
 Trabajar	 Jugar
 Aprender	 Enseñar
 Investigar	 Presentar
 Conectar	 Colaborar
 Liderar	 Gestionar
 Negociar	 Resolver
 Colaborar	 Comunicar
 Trabajar	 Jugar
 Aprender	 Enseñar
 Investigar	 Presentar
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 Negociar	 Resolver
 Colaborar	 Comunicar
 Trabajar	 Jugar
 Aprender	 Enseñar
 Investigar	 Presentar
 Conectar	 Colaborar
 Liderar	 Gestionar
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 Investigar	 Presentar
 Conectar	 Colaborar
 Liderar	 Gestionar
 Negociar	 Resolver
 Colaborar	 Comunicar
 Trabajar	 Jugar
 Aprender	 Enseñar
 Investigar	 Presentar

Annex 2. Field notes.

Field note #1	Grade: 701
School: Instituto Pedagógico Nacional	Date: March 26th, 2019
Teacher: Diana Carolina Granada	Practitioner: Cristian David Murillo Pineda
Number of students: 35	Number of students with special needs: 0
OBSERVATION	INTERPRETATION
<p>Start of the class: The teacher starts her class with a review about the topic they were taking that was the use of have/has and can/can't. She started doing questions in English, and the students were able to answer those questions in English as well. I could observe that ss had a good English level, because they understood and participated in what teacher was saying.</p>	<p>The students are according to the level they had to be, it means, that the level of them was in line with their grade. They could identify what a question is, how they could formulate a question and how to answer a question with the right use, in terms of grammar and pronunciation.</p>
<p>Use of English: I noticed that the teacher tried to talk as much as she could in English, she only used Spanish to clarify something that generated doubts. <u>The class was 70% in English, because the students spoke in English with the teacher, but among them they spoke in Spanish.</u></p>	<p>The more they are exposed to the language, the faster and better they learn. The students have sufficient bases at this time to understand, produce and write in English.</p>
<p>Rapport: There was a very good relationship between the teacher and the students, the teacher without losing her authority, she could talk to them, make jokes and make the class more fun.</p>	<p>The teacher, through her teaching process, has created limits between the students and herself. Respect was one of the values that was most used in this class. The students were in silent when she was speaking (the majority). She spoke louder and everyone understood that they had to pay careful attention to what she was going to say.</p>
<p>The development of the students in the class. The group is made of 35 students, on the date of observation 31 were there. I could notice the relationships between them. <u>Although in some cases, the students were talking about issues totally contrary to the class, they were aware of the class.</u> I could identify that in written activities most students were able to do them, however, at the time of having to participate and say their answers out loud, they preferred not to do so.</p>	<p>Students who did not participate felt some kind of shame at the moment they had to speak, even when their answers were correct. These students are more aware of how others are looking at them, than what they should answer. There is a lack of control in the feelings and thoughts that some have, because they cannot face a stress situation, because they remain silent.</p>

**MULTIPLE INTELLIGENCES: A WAY TO OVERCOME SPEAKING
ANXIETY AND IMPROVE SPEAKING SKILLS**

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Field note #2	Grade: 701
School: Instituto Pedagógico Nacional	Date: April 2nd, 2019
Teacher: Diana Carolina Granada	Practitioner: Cristian David Murillo Pineda
Number of students: 35	Number of students with special needs: 0
OBSERVATION	INTERPRETATION
<p>Start of the class:</p> <p>The class began with a feedback on the topic of the last class. The teacher wrote the objectives of the class and asked random questions in order to know what flaws and what advantages students have.</p>	<p>The class is orderly. The objectives are clear and the development of the class is based on student learning. It is important to highlight the fact that there is a good organization in the classroom, and it means that, there is respect and responsibility towards the learning process.</p>
<p>Use of English:</p> <p>In this observation I could show a skill I had not seen before and it was writing. The teacher organized a competition game. There were three groups and the objective was to translate sentences that the teacher gave them. The topic was comparative and superlative. They had to write the sentence first, then share it with the group and finally choose one. Afterwards, the teacher chose one member of each group who had to write the correct sentence on the board.</p>	<p>There was a good group exercise, most of the students were attentive, however, others were not, because they were afraid or ashamed to fail. The activity was successful, because the students wanted to join in and participate as well. The group work has both, advantages and disadvantages, such as share ideas, knowledge, perspectives.</p>
<p>Rapport:</p> <p>The teacher tried to keep a good relationship with the students. Sometimes they were very noisy and did not follow instructions quickly. This is why the teacher had to speak louder in order to calm them down and continue with the activity.</p>	<p>The teacher had established her authority in front of the students. It was noteworthy that the good relationship they have between them helps the learning process since there is an environment where there is security and desire to learn.</p>
<p>The development of the students in the class.</p> <p><u>They always wanted to participate, sometimes more than necessary, but it is something very good to stand out. There are some students who were more visible than others, because they participated more and always wanted to talk. In this observation I focused on those who participated less.</u></p>	<p><u>According to my observation I can interpret that students who speak less have the same skills as others. But there is the problem of fear of facing a situation that could put them at risk of failure. It was easy to identify that in general, students like the class very much.</u></p>

Annex 3. Teacher's interview.

1. ¿Cuál es su nombre?	Mi nombre es Diana Carolina Granada Páez, soy la profesora acargo de los séptimos en el colegio este año.
2. ¿Cómo ha sido su formación docente? Ej. Sus estudios, desde qué edad comenzó esta carrera, etc.	Soy egresada de la universidad INCA de Colombia, mi carrera comenzó antes de mi graduación en un colegio trabajando por horas.
3. ¿Por qué enseñar y aprender inglés?	Enseñar: Por el gusto, me apasionan las lenguas. Aprender: Por la importancia del idioma, ya que nos permite acceso a la comunicación.
4. ¿Cuál es la característica más importante para usted, que un profesor de inglés debe poseer?	La caracterísitica más importante debe ser la pasión y el amor por la docencia. Innovación e ir más allá de todo.
5. ¿Qué aspecto de su trabajo lo apasiona?	El amor por estar al frente de un grupo, un “gracias profe” es lo más gratificante.
6. ¿Cuál ha sido el reto más difícil que ha tenido que enfrentar en su labor docente?	La población en general es el reto más difícil que uno como profesor tiene que enfrentar.
7. ¿Cuál es la parte más divertida de ser docente?	Lo que se lleva al aula, lo más divertido es cuando el estudiante excede lo que uno como maestro espera.
Ahora teniendo en cuenta el curso 701: 8. ¿Cuál es la fortaleza del grupo?	<i>701 es un grupo divertido, ellos quieren aprender, lo que tu propongas ellos van a hacer parte de ello.</i>
9. ¿Cuál es su debilidad, y cuál sería la mejor alternativa para superarla?	<i>El miedo (no en todos) a equivocarse, en público prefieren hablar en español, pero conmigo pueden hacerlo en inglés.</i>
10. ¿Cómo es el proceso de aprendizaje en este curso?	El proceso de aprendizaje se da a partir de una habilidad, en este curso es el <i>speaking</i> , siempre le pido al estudiante que hable, que no importa si se equivoca, que lo haga.
11. ¿Cómo son los ánimos/disposiciones de los estudiantes frente a la clase?	701 tienen una buena disposición con la materia, para aprender, para corregir y para mejorar sus habilidades en el inglés.
12. ¿Qué actividades los entusiasman?	Actividades de juego, de competencia son las que más les gusta.

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Annex 4. Diagnostic test.

Natalia Tocora Restrepo



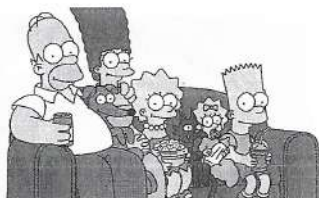
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DIAGNÓSTICO 701.



Reading Section

Read the following text and look at the picture about The Simpsons and answer questions 1, 2, 3, and 4.

The Simpsons are a typical American family living in Springfield, United States. Homer, the father works as a safety inspector at the Springfield nuclear power plant. He married Marge. She is a common housewife and mother. Both have three children: Bart, a troublesome 10-year-old boy, Lisa, an intelligent 8-year-old girl, and Maggie, a baby who does not speak but communicates by sucking a pacifier. The family also has a dog whose name is Santa's little helper, and a cat named Snowball II.



- How many members are there in the Simpsons family?
a. five ☒ b. three ☐ c. seven ☐ d. ten ☐
- Which of the siblings is the oldest one?
a. Bart ☒ b. Lisa ☐ c. Maggie ☐ d. Homer ☐
- Where does Homer work?
a. In the house. ☐ b. In Mr. Burns' House. ☐ c. In the school ☐ d. In the nuclear power plant. ☒
- How can Maggie communicate with the family?
a. Talking. ☐ b. Sucking a pacifier. ☒ c. Crying. ☐ d. Moving her hands. ☐
- Read the next statements and mark True (T) or False (F).
Marge is a housewife and the dad too. ☒ F
Bart is 10 years old. ☒ F
The cat's name is Santa's little helper. ☒ F
Lisa is the most intelligent in the family. ☒ F
Maggie doesn't speak. ☒ F
Marge and Homer have four children. ☒ F

Marge is a housewife and the dad too. ☒ F
Bart is 10 years old. ☒ F
The cat's name is Santa's little helper. ☒ F
Lisa is the most intelligent in the family. ☒ F
Maggie doesn't speak. ☒ F
Marge and Homer have four children. ☒ F

Writing Section

Look at the following picture. Use the all members of the family and the verbs and nouns in the box.



crawl - cook - play
video-games - study -
watch tv - look at - play
sleep - dream - pink
rug - pig - lamp - shine

Simple present

Now you have to write 5 sentences about their daily routine or facts.
Daily routines and facts.

For example: Lisa reads books.

The wall is pink.

- Homer cooks food ☒
- Homer dreams when sleep ☒
- Marge crawls every day ☒
- Lisa studies every day ☒
- Homer watches TV ☒

Present continuous

Now you have to write 5 sentences about "what are they doing?"

For example: Homer is sleeping.

- Bart is playing video games ☒
- The lamp is shining ☒
- The pig sleeping with Homer ☒
- Bart is watching TV ☒
- Marge is looking at outside ☒

Speaking Section

Look at the image and describe it, taking into account the following steps:

You have to mention:

- What characters are in the picture? Mention their name and the role in the family.
- What kind of clothes are they wearing?
- What are they doing?
- What objects can you see in the picture?
- How many colors are in the picture?
- You have to create superlatives taking into account the picture.
- You have to make comparisons between them.



7/10

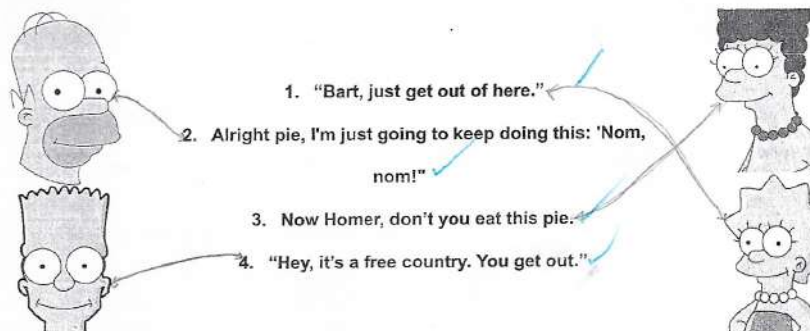
fluency
pronunciation

/homer is look the donut.
Lisa is beautiful

/I don't / I can't / I want / I have / I like / I love / I hate / I don't like / I don't love

Listening Section

- Watch, Watch, Listen to, identify and match the character with the sentence.



1. "Bart, just get out of here."

2. Alright pie, I'm just going to keep doing this: 'Nom, nom!'

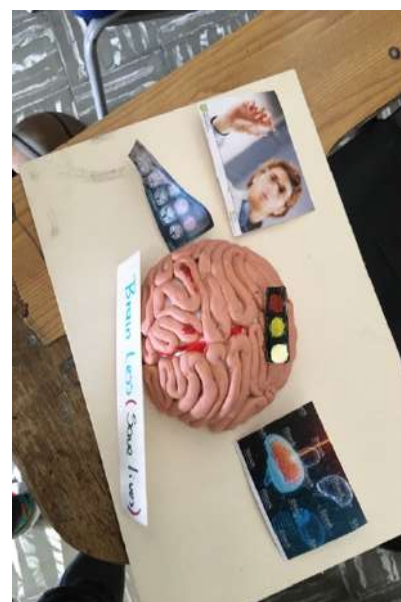
3. Now Homer, don't you eat this pie.

4. "Hey, it's a free country. You get out."

- Now, listen to the story that the teacher is going to tell you and draw what you hear. You have to take into account the following facts.

- There are five animals.
- Five colors are mentioned.
- There are five fruit.

Annex 5. Students' Artifacts.



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NAME: Lopina Rios

IT WILL RAIN – Bruno Mars.

If you ever leave me baby,
leave some morphine at my door
'Cause it would take a whole lot of medication
To realize what we used to have,
We don't have it anymore.
There's no recovery that could save me
No matter how long my knees are on the floor
Oh... so keep in mind all the sorrows I'm makin'
We keep you by my side
Will keep you from walkin' out the door.
'Cause there'll be no sunlight
If I lose you, baby
There'll be no clear skies
If I lose you, baby
Just like the clouds
My eyes will do the same, if you walk away
Everyday it will rain, rain, rain.

I'll never be your mother's favorite
Your eyes can't even look me in the eye
Oh... if I was in their shoes, I'd be doing the same thing
Sayin' there goes my little love
Walkin' with that troublesome love
But they're just afraid of something they can't understand

READING PART:

Oh, but little darlin' watch me change their minds
Yeah for you I'll try I'll try I'll try I'll try
I'll pick up these broken pieces 'til I'm bleeding
If that'll make you mine
'Cause there'll be no sunlight
If I lose you, baby
There'll be no clear skies
Just like the clouds
My eyes will do the same, if you walk away
Everyday it will rain, rain, rain

Don't you say, goodbye
Don't you say, goodbye
I'll pick up these broken pieces 'til I'm bleeding
If that'll make it right
'Cause there'll be no sunlight
If I lose you, baby
There'll be no clear skies
If I lose you, baby
Just like the clouds
My eyes will do the same, if you walk away
Everyday it will rain, rain, rain.

THINKING OUT LOUD – Ed Sheeran

When your eyes don't work like they used to before
And I can't sweep you off of your feet
Will your mouth still remember the taste of my love
Will your eyes still smile from your cheeks
And darling I will be loving you 'til we're separated
And baby my heart could still fall as hard as before
And I'm thinking 'bout how people fall in love in mysterious ways

Maybe just the touch of a hand
On me I fall in love with you every single day
And I just wanna tell you I love
So honey now
Take me into your loving arms
Kiss me under the light of a thousand stars
Place your head on my beating heart
I'm thinking out loud
Maybe we found love right where we are, oh
So baby now
Take me into your loving arms
Kiss me under the light of a thousand stars
Oh darling, place your head on my beating heart
I'm thinking out loud
That maybe we found love right where we are
Oh maybe we found love right where we are
And we found love right where we are

READING PART:

'Cause honey your soul can never grow old, it's evergreen
Baby your smile's forever in my mind and memory
I'm thinking 'bout how people fall in love in mysterious ways
Maybe it's all part of a plan
I'll just keep on making the same mistakes
Hoping that you'll understand
But baby now
Take me into your loving arms
Kiss me under the light of a thousand stars
Place your head on my beating heart
I'm thinking out loud
That maybe we found love right where we are, oh
So baby now
Take me into your loving arms
Kiss me under the light of a thousand stars
Oh darling, place your head on my beating heart
I'm thinking out loud
That maybe we found love right where we are
Oh maybe we found love right where we are
And we found love right where we are

1. Do you like these songs? Yes, no, why? PLEASE EXPLAIN YOUR ANSWER.

It will rain: Yes, because I love the feelings
Thinking out loud: Yes, because it is very happy









2. What is the main topic that these songs talk about?

It will rain: The topic is about the feelings
Thinking out loud: The topic is about the love

3. Do you think the singer's voice is high or low?

Bruno Mars: his voice is high
Ed Sheeran: his voice is high

4. Which of the following instruments did you identify in the songs? Mark with a blue X for It will rain, and mark with a red X for thinking out loud.

 Guitar	 Piano	 Electric guitar	 Tambourine
 Accordion	 Drums	 Flute	 Maracas

5. Now, taking into account the lyrics you have read and listened, the topic of the songs, and the experiences of your life, create a story for your future. Do not forget to use the correct tenses in future (min. 50 words)

Hello, My name is Lopina Rios and I am going to write
The history about the songs.
In my future I am going to open my feelings and will
love my honey, me and friends (Maracas).
I am going to remember the moments very well and I am
going to listen the music.

Annex 6. Multiple intelligences test.

Test de las inteligencias múltiples.

	S	I	N	O	A
Escribe mejor que el promedio de la edad.	/				
Cuenta historias, relatos, cuentos, chismes, chistes con precisión.	/				
Tiene buena memoria para nombres, fechas, datos.	/				
Disfruta con los juegos de palabras.					/
Pronuncia las palabras de forma precisa.					/
Disfruta al escuchar.					/
Se comunica con otros de manera verbal en un nivel alto.					/
Compara, valora, resume y saca conclusiones.					/
Hace muchas preguntas sobre cómo funcionan las cosas.					/
Resuelve rápidamente problemas aritméticos en su cabeza.					/
Disfruta las clases de matemáticas.					/
Encuentra interesante los juegos matemáticos.					/
Disfruta jugando ajedrez y juegos de estrategia.					/
Le gusta trabajar en tareas que revelen claramente procesos superiores.					/
Piensa de una forma abstracta o conceptual superior al resto.					/
Tiene buen sentido del proceso causa-efecto con relación a su edad.					/
Lee mapas, diagramas fácilmente.					/
Disfruta de las actividades artísticas.					/
Dibuja figuras avanzadas para su edad.					/
Le gusta ver películas, series u otras presentaciones visuales.					/
Disfruta haciendo puzzles, laberintos y actividades similares.					/
Muestra facilidad para localizar en el espacio, imaginar movimientos, etc.					/
Muestra facilidad para localizar en el tiempo.					/
Logra entender el sentido de las imágenes, pinturas visuales.					/
Sobresale en uno o más deportes.					/
Mueve, golpea o lleva el ritmo cuando está sentado en algún lugar.					/

Le gusta mover las cosas y cambiarlas frecuentemente.	/				
Disfruta corriendo, saltando, bailando.	/				
Muestra habilidad en la coordinación visomotora.	/				
Disfruta trabajando con experiencias táctiles.	/				
Le gusta actuar, performar o imitar.	/				
Disfruta compitiendo sanamente.	/				
Recuerda con facilidad melodías y canciones.	/				
Tiene buena voz para cantar.	/				
Toca algún instrumento musical.	/				
Tiene una manera rítmica de hablar y moverse.	/				
Tararea para sí mismo de forma inconsciente.	/				
Es sensible a los ruidos ambientales.	/				
Responde favorablemente cuando suena una melodía musical.	/				
Tiene facilidad para identificar sonidos diferentes y percibir matices.	/				
Disfruta de la convivencia con los demás.	/				
Parece ser un líder natural.	/				
Aconseja a sus amigos que tienen problemas.	/				
Tiene un buen sentido de la empatía y del interés por los otros.	/				
Sus compañeros de clase buscan su compañía.	/				
Tiene mejores amigos.	/				
Le gusta jugar y dirigir juegos con otros compañeros.	/				
Disfruta de enseñar informalmente a otros.	/				
Manifiesta gran sentido de la independencia.	/				
Tiene un sentido realista de sus habilidades y debilidades.	/				
Lo hace bien cuando trabaja solo para estudiar o trabajar.	/				
Tiene un hobby del que no habla mucho con los demás.	/				
Prefiere trabajar solo a trabajar con otros.	/				
Expresa con precisión cómo se siente.	/				
Es capaz de aprender de sus fracasos y éxitos en la vida.	/				
Tiene alta autoestima.	/				

Nombre del estudiante: Daniela Adams

Interpersonal.	<u>Superior</u>
Intrapersonal.	<u>Alto</u>
Visual-Espacial.	<u>Superior</u>
Lógico-Matemático.	<u>Básico</u>
Lingüístico-Verbal.	<u>Alto</u>
Musical.	<u>Alto</u>
Corporal kinestésico.	<u>Alto</u>

Annex 7. Recordings.

Recordings format #1	
Observer's name: Cristian David Murillo Pineda. School: Instituto Pedagógico Nacional. Group: 701 Group # 5. Date:	
<p>S1: ...Do you know what <u>special day</u> it is today? All of them: Yes. It's Easter Day. S2: It's the day we celebrate that wonderful miracle of Jesus ... <u>being raised from</u> the dead. All of them: Halleluiah! S3: Do you see this old dried-up bulb? It looks like it's pretty...dead. Many people think that if you ... put this in the <u>ground</u> ... nothing will happen at all. S1: It would seem like ... it would just stay in the ground dead forever and that <u>would be</u> the end of the story. S2: However, that's not what happens. S3: <u>What takes place</u> if we put this in the ground? Audience answer ... All of them: That's right it <u>can grow into</u> a beautiful flower full of life. (They show them the beautiful flower.)</p>	<p>The silent periods that were highlighted with yellow color as well as the words and sentences that were not understandable which were crossed out. Besides, mispronounced words were underlined.</p> <p>The students gave their best but it was noticeable that they were pretty nervous, they did not seem comfortable, some of them even were shaking when speaking.</p>


Recordings format #10	
Observer's name: Cristian David Murillo Pineda. School: Instituto Pedagógico Nacional. Group: 701 Student's name: Juan Esteban Lozano. Date: November 5th, 2019.	
<p>S1. Hello everyone. My name is Juan Esteban Lozano and I <u>am</u> going to present my project. I chose this project because I love Sports. This project will help me to play my favorite sports in the same field. I won't have go in another field to play different sports. I create<u>d</u> a field that can change with a button. (...) The people will play different games in the same place. They have to press this button and <u>it</u> will change. Teacher: Did you use your intelligence to design your project? S1: Yes teacher, I used <u>the</u> bodily-kinesthetic intelligence because I love sports and this is a good <u>way to</u> enjoy the sports. The people will play soccer, basketball, golf, and baseball. Teacher: What is your favorite sport? S1: My favorite sport is basketball, teacher.</p>	<p>The silent periods were highlighted with yellow color as well as the words and sentences that were not understandable which were crossed out. Besides, mispronounced words were underlined. The green color represents the words that were excluded.</p> <p>This time, the student decided to work alone and it was evidenced his improvement and willing to speak. He was well-prepared and the artifact helped him to develop a good performance by speaking in English.</p>

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Annex 8. Questionnaire (cycle 1)


visual.



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INSTITUTO PEDAGÓGICO NACIONAL

NAME: Daniela Adarme Jimenez ⁷⁰¹

Thank you so much for answering the following questionnaire.
Es importante para el proyecto que estamos juntos haciendo, saber cuáles son tus percepciones hasta el momento para poder proyectar mejoras en un futuro cercano. Recuerda que estas respuestas son confidenciales.
SE HONESTO y SE FELIZ. :-)



- ¿Cuántos años tienes?
12
- ¿En qué barrio vives?
Modelo Norte
- ¿Te gusta el inglés? SI ☒ NO ☐ ¿por qué?
es muy interesante
- ¿Cuál es la habilidad que más se te facilita y por qué?

Listening	Speaking	Reading	Writing

entiendo mejor el inglés leyendo
- ¿Cuál es la habilidad que más se te dificulta y por qué?

Listening	Speaking	Reading	Writing

se me dificulta pronunciar bien algunas palabras
- ¿Crees que el inglés es importante? SI ☒ NO ☐ ¿Por qué?
es un idioma que en casi todo el mundo se sabe
- ¿Cuál es la parte más chévere de estar aprendiendo inglés?
cada vez mejorar más
- ¿Cuál es la parte más aburrida de estar aprendiendo inglés?
que es difícil
- ¿Cuál consideras que es la mejor manera de aprender inglés?
con juegos y actividades
- ¿Has entendido qué son las inteligencias múltiples que propone Howard Gardner? Explicálas en dos líneas: son las maneras de aprender distinto

- ¿Cuál o cuáles crees que son las inteligencias que tú posees?

Marca con una X la(s) que corresponda.			
Bodily-Kinesthetic	Visual-Spatial	Intrapersonal	
Interpersonal	Logical-Mathematical	Musical-Rhythmic	
- ¿Cómo te han parecido las actividades que el profesor Cristian ha hecho con relación a las inteligencias? (Marca con una X)
 Excelentes ☒ Buenas ☐ Regulares ☐ Malas ☐
 ¿Por qué? hace actividades que fortalecen el aprendizaje
- ¿Cuál fue la actividad que más te gustó? ¿Por qué?
la de los aros porque fue divertido
- ¿Cuál fue la actividad que menos te gustó? ¿Por qué?
la de matemáticas porque fue difícil
- ¿Participas en clase de inglés? SI ☒ NO ☐ ¿Por qué?
me da miedo equivocarme
- ¿Te causa miedo hablar en inglés en frente de tus compañeros?
No
- ¿Crees que las actividades que ha hecho el profesor Cristian han contribuido para que tu hables más en inglés? SI ☒ NO ☐ ¿Por qué?
ahora puedo hablar más fluido

¿Algún comentario que desees agregar?
NO

MULTIPLE INTELLIGENCES: A WAY TO OVERCOME SPEAKING ANXIETY AND IMPROVE SPEAKING SKILLS

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Annex 9. Questionnaire (cycle 2)

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INSTITUTO PEDAGÓGICO NACIONAL
701
NAME: Andrés Sotomayor Popayán Cortés

1. Did you enjoy the Cristian's English classes? Yes ☒ No ☐
why?: Because Cristian's classes were so funny and you learn a lot

2. Did you learn the topics in his classes? Yes ☒ No ☐
why?: with that activities who didn't


3. What is a Multiple intelligence?
its some topics that you get better with them and you can learn topics related

4. What was the intelligence you worked with?
my intelligence was interpersonal
What was your intelligence about? Explain.
This intelligence gets focus in the way that you communicate with people
Did you like to work with this intelligence? Yes ☒ No ☐
why?: because everyone needs to talk
Do you think it is important to work in classes with multiple intelligences? Yes ☒ No ☐
why?: because is the way that you talk it could be an speaking

5. Do you consider you have another/other intelligence(s)?
Yes ☐ No ☒ Which ones?
Because that intelligences don't make me happy

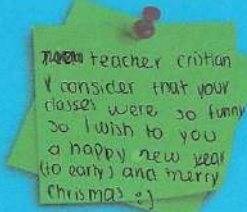
6. Do you believe that working on multiple intelligences you can speak more in English? Yes ☒ No ☐ why?:
Because you can communicate with people people from another country

7. Were you afraid to speak in English? Yes ☐ No ☒ why?:
Because I'm an expert, ok no my english is trash

8. How do you feel now speaking in English in front of your classmates?


why?: Because they didn't pay attention to me and that's horrible

9. Do you think that using multiple intelligences is it possible to overcome the fear of speaking in English? Yes ☒ No ☐
why?: Because talking more improve your english skills

10. Leave a message to the teacher Cristian:

Teacher Cristian I consider that your classes were so funny so I wish to you a happy new year (to early) and merry christmas :)

UNIVERSIDAD PEDAGÓGICA NACIONAL
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701
NAME: Sofia Duque Ardila

1. Did you enjoy the Cristian's English classes? Yes ☒ No ☐
why?: Yes, because he makes many activities

2. Did you learn the topics in his classes? Yes ☒ No ☐
why?: yes, because he explains good


3. What is a Multiple intelligence?
a Multiple intelligence are the habilities that you have

4. What was the intelligence you worked with?
linguistic-verbal
What was your intelligence about? Explain.
It means that I am good writing texts and know how to communicate
Did you like to work with this intelligence? Yes ☒ No ☐
why?: because I also like working with friends
Do you think it is important to work in classes with multiple intelligences? Yes ☒ No ☐
why?: yes, because I do the things better

5. Do you consider you have another/other intelligence(s)?
Yes ☒ No ☐ Which ones?
Bodily-Kinesthetic and Interpersonal

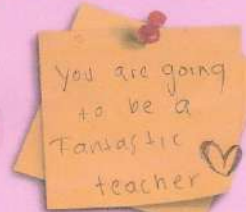
6. Do you believe that working on multiple intelligences you can speak more in English? Yes ☒ No ☐ why?:
Yes, because I feel better using my habilities

7. Were you afraid to speak in English? Yes ☐ No ☒ why?:
NO, because I think that if I talk, I am going to improve

8. How do you feel now speaking in English in front of your classmates?


why?: Because my classmates don't pay attention and I feel anxiety

9. Do you think that using multiple intelligences is it possible to overcome the fear of speaking in English? Yes ☒ No ☐
why?: Yes, because I feel secure and trust more in my habilities

10. Leave a message to the teacher Cristian:

You are going to be a Fantastic teacher

Annex 10. Student's interview.

Interview format	
Observer's name: Cristian David Murillo Pineda. School: Instituto Pedagógico Nacional. Group: 701 Date:	
<p>1 Teacher: ¿Cómo se han sentido en clase?</p> <p>2 S1. Súper bien profe han sido chévere y he aprendido</p> <p>3 mucho.</p> <p>4 S2. Las clases han sido divertidas e interesantes.</p> <p>5 S3. Me ha parecido que hemos aprendido mucho.</p> <p>6 Teacher: ¿Qué han aprendido?</p> <p>7 S1. Pues el futuro y como hacer predicciones con la</p> <p>8 actividad de los Simpson y pues fue chévere porque</p> <p>9 todos participábamos y estábamos en grupos.</p> <p>10 S2. Yo considero que fueron importantes las clases en</p> <p>11 donde aprendimos el vocabulario para crear las</p> <p>12 oraciones.</p> <p>13 S3. Ahora se ve que hablamos más en inglés porque</p> <p>14 todas las actividades en cualquier forma nos hacen</p> <p>15 participar y pues aprendemos a hablar.</p> <p>16 Teacher: Ustedes creen que las actividades que</p> <p>17 hemos hecho han contribuido para que puedan</p> <p>18 hablar más en inglés.</p> <p>19 S1. Sí, porque siempre en casi todas las</p> <p>20 actividades hemos tenido que hablar y ha sido</p> <p>21 chévere ya que hemos podido trabajar en grupo</p> <p>22 entonces eso nos ayuda a poder confiar en los</p> <p>23 demás y desarrollar nuestro habla.</p> <p>24 S2. Sí, además en grupo tus compañeros te</p> <p>25 pueden ayudar a aprender más fácil.</p> <p>26 Teacher: ¿Cómo se han sentido en las últimas</p> <p>27 clases de inglés?</p> <p>28 S3. Pues yo sentido que las actividades han sido</p> <p>29 muy divertidas y lúdicas.</p> <p>30 S4. Son diferentes a todas las demás por eso son</p> <p>31 chéveres.</p> <p>32 Teacher: ¿Ustedes creen que las actividades que</p> <p>33 hemos hecho han fomentado el Speaking en clase?</p> <p>34 S3. Yo creo que sí, porque por ejemplo en la</p> <p>35 actividad de las imágenes teníamos que crear una</p> <p>36 historia y todos hablamos en inglés y utilizamos</p> <p>37 el <i>be going to</i>.</p> <p>38 S4. Sí obvio, porque por ejemplo en la actividad</p> <p>39 de la música, todos estábamos pendientes de</p> <p>40 escuchar los sonidos de las palabras para después</p> <p>41 hablarlo.</p> <p>42 S5. Si porque en todas las actividades teníamos</p> <p>43 que hablar en inglés pero era chévere porque</p> <p>44 habían muchos juegos y temas interesantes con</p> <p>46 las inteligencias.</p> <p>47 S6. Me sentía más motivado para hablar porque</p> <p>48 las actividades eran muy divertidas.</p> <p>49 Teacher: Muchísimas gracias chicos.</p> <p>50: All: De nada profe.</p>	<p style="text-align: center;">COMMENTS</p> <p>The students were able to demonstrate their good thoughts related to the first classes. It is important that they emphasized the importance of fun activities for their learning process. The students were comfortable in the talk considering that the interview was not impersonal but the goal was for it to be a talk and they could express their thoughts and feelings in class.</p> <p>According to this first group of three students, they argued that they have been able to improve their speaking skills since they have been involved in activities that enhance this ability.</p> <p>Motivation was a fundamental part of this cycle since the students managed to feel motivated to participate and speak in class.</p> <p>The students also demonstrated that the activities designed under the principle of multiple intelligences gave them the opportunity to speak and participate since these were interesting for them and they felt willing to participate. Interpersonal relationships were positively affected according to them.</p>

Annex 11. Lesson Plan.

Lesson Plan 2: Running to create predictions.

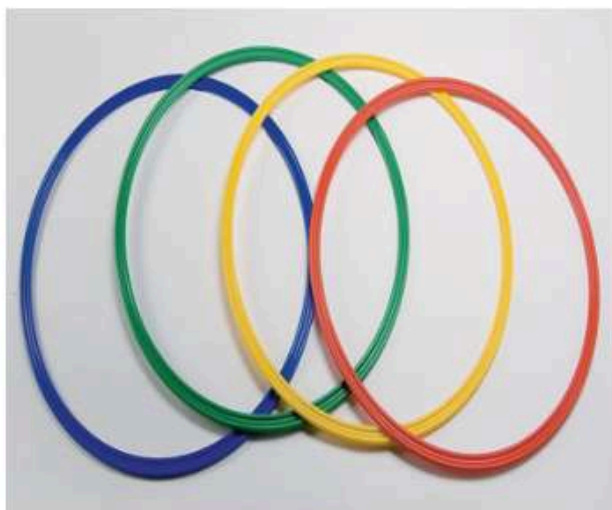
Date: September 10th, 2019.

Multiple intelligences: Corporal intelligence.

Language: Focus on be going to. **Grade:** 701. **Number of students:** 30

PROCEDURE	TIME	MATERIALS
Introduction of class: To remember the activities of last class, what was/were the intelligence(s) we were working on, and to present the other intelligence.	5 minutes	
Students will be in a different environment to carry out this class. The school coliseum is the chosen space. For the first activity, the teacher will organize 4 groups of students (8 max) that will represent a color (Blue, yellow, red, and green). The activity is a game in which there are 25 hula hoops organized one in front of the other on the floor. Each group will be in line waiting for the turn. The objective will be that a student from each group will jump from hoop to hoop as quickly as possible until he/she meets another classmate. The moment they meet, the teacher will show a situations and the student who make a prediction the first he/she can continue the path, who does not answer well has to leave the hula hoops and his/her another teammate begins the tour since the beginning. <i>(Annex 1)</i>	25 minutes	<ul style="list-style-type: none"> • Hula hoops. • Pieces of papers with colors. • Questions, requirements, and raffles in pieces of paper.
Students will continue in the 4 groups in a row one after another. A table will be found 2 meters from each row. A student from each group will have to go to the teacher, he will show them a situation and the first two students who write correctly a prediction on the board, they will have the opportunity to run to the table and there according to the color of their group organize 12 plastic cups in one no more. <i>(Annex 2)</i>	25 minutes	<ul style="list-style-type: none"> • One table. • Plastic Cups of different colors.
The last activity will be Chinese whispers: All students will be in a circle. A member of each group will be chosen and will be told a phrase using future. The student will enter the circle and will have to find their teammates to start spreading the phrase, the last student will have to go and write the phrase on the papers that will be close to the circle. <i>(Annex 3)</i>	20 minutes	<ul style="list-style-type: none"> • Craft paper. • Scotch tape. • Markers.
Reflection: The teacher will collect part of the evidence of the materials and workshops that the students have used. Also, the teacher will make a brief explanation of the intelligences that was worked.	5 minutes.	

Annex 1.



Annex 2.



Annex 3.

CHINESE WHISPERS

Yellow Team	Blue team	Red Team	Green Team
The teacher is going to speak in English.	The teacher is going to teach the future.	My grandmother is not going to walk.	The students are going to read the book.
The students are going to read the book.	My grandmother is not going to walk.	The students are going to read the book.	Are we going to listen to music?
He is going to do his homework.	Cristian is going to play video games.	They are going to make a play.	I am going to study English.
She is not going to dance tonight.	The students are going to read the book.	The teacher is going to teach the future.	She is not going to dance tonight.
They are going to make a play.	They are going to make a play.	I am going to study English.	The students are going to read the book.
Cristian is going to play video games.	I am going to study English.	Are we going to listen to music?	The teacher is going to teach the future.
Are we going to listen to music?	She is not going to dance tonight.	Cristian is going to play video games.	My grandmother is not going to walk.
I am going to study English.	He is going to do his homework.	She is not going to dance tonight.	Cristian is going to play video games.
My grandmother is not going to walk.	Are we going to listen to music?	He is going to do his homework.	They are going to make a play.
The teacher is going to teach the future.	The students are going to read the book.	The students are going to read the book.	He is going to do his homework.