



UNIVERSIDAD
DE PIURA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

**The multiple intelligences as an approach to improve ESL
writing in students of elementary level at San Ignacio de
Loyola University**

Tesis para optar el Grado de
Magister en Educación con mención en Enseñanza de Inglés como Lengua
Extranjera

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Lima, setiembre 2020

Approval

The thesis entitled “**The multiple intelligences as an approach to improve ESL writing in students of elementary level at San Ignacio de Loyola University**” presented by **Richard Giovanni Trejo Rodríguez** in accordance with the requirements of being awarded the Degree of Master in Education with Mention in Teaching English as a Foreign Language, was approved by the thesis director: Mgtr. María Esther Linares Venegas, and defended on before a Jury with the following members:

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Acknowledgement

I would like to start my recognition to my mother Odila Rosario Rodriguez Figueroa, I am indebted. She not only offered supportive and professional review of my performance at work and life , she taught me the strength to be a good professional.

Manuel Ato, Head of San Charbel School, to trust in me as a professional and person. Dr. Matthew Allen Past headmaster of the language department at USIL who generously opened the opportunity to teach, learn and reinforce my motivation to grow as a professional and Samantha Lanaway, I express them my gratitude.

Mrs. Martha Mendez from La Salle University Colombia who opened the doors of her knowledge and friendship, she spent hours conferring me, ensuring my study was moving forward.

I must thank my assessor Mgtr Maria Esther Linares for her constant challenge and motivation, my father Feliciano Trejo who taught me in life how to be a fighter, my dear wife Cynthia Angelly Velez Romero and my family, who many of them are educators. María Ricardina Figueroa Cuentas (Mamá Llica) ,Natividad, Mistila, Lila and Geolgina. I owe then my gratitude for their love and because they are my best teachers.

The present work could not have been finished without the kind involvement of the participants in the investigation. I am genuinely thankful to the professionals and participants who shared with me their wisdom, advice and friendship .

I recognize as well the numerous people along life who helped, prompted, and bolstered my work and composing endeavors until the last moment.



Resumen Analítico-Informativo

Título: The multiple intelligences as an approach to improve ESL writing in students of elementary level at San Ignacio de Loyola University.

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Tesis.

Magíster en Educación con mención en Enseñanza de Inglés como Lengua Extranjera

Universidad de Piura. Facultad de Ciencias de la Educación.

Lima, setiembre de 2020

Palabras claves: Enseñanza de Inglés/Inteligencias múltiples/enfoque /Universidad Privada Lima Perú/Investigación

Introducción: Tesis de grado en Educación perteneciente a la línea de investigación sobre la enseñanza del idioma Inglés como lengua extranjera. El autor muestra los resultados obtenidos como consecuencia de la modificación y adaptación de las actividades de escritura para alcanzar los logros esperados en la enseñanza del idioma inglés a alumnos del nivel elemental en una universidad privada en Lima-Perú.

Metodología: La presente investigación fue cuasi experimental con un diseño de prueba previa y posterior. Con este fin, los participantes fueron asignados a los grupos experimental y de control al azar.

Resultados: Los resultados demostraron que la aplicación de las inteligencias múltiples mejoran las habilidades en la escritura.

Conclusiones: La adaptación de las inteligencias múltiples en el aprendizaje del idioma debe ser considerada como opción en diferentes contextos de enseñanza.

Fecha de elaboración del resumen: 02 de julio de 2020

Analytical-Informative Summary

Title: The multiple intelligences as an approach to improve ESL writing in students of elementary level at San Ignacio de Loyola University.

Author: Richard Giovanni Trejo Rodríguez

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Thesis

Master in Education with mention in Teaching English as a Foreign Language

Universidad de Piura. Facultad de Ciencias de la Educación.

Lima, setiembre de 2020

Keywords: English Teaching / Multiple intelligences / approach / Private University Lima Perú / Research

Introduction: The present work is a thesis in Education related to educating English as a foreign language. The author shows the results of adapting MI to better help learners in their writing to reach their learning outcomes in a private university in Lima-Peru.

Methodology: This research was a quasi-experimental one with a pre-test & post-test design. To this end, participants were assigned to the experimental and control groups randomly.

Results: The results showed that the use of MI improves writing skills.

Conclusions: The adaptation of MI in language learning should be considered as an option in different educative contexts.

Summary date: July 2th, 2020

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Introduction

For a long time, giving classes in English at USIL has gotten to be the center of consideration within the handle of learning, since English is the center of the instructive program this place offers. Nowadays the topics about education around the world focus on individualized education and learner's autonomy. Students are supposed to be responsible for their own learning and should be made aware of their strengths and weaknesses. Learning languages has always been an important issue throughout history, It implies developing listening, speaking, reading and writing skills. However, there is not a unique method to learn or to teach a second language. It is very important for educators to focus on students' strengths and the MI can be a good help with that.

Thinking about the importance of writing for students and how educators can improve the evaluation, the present research came to the conclusion that it could be a matter of training students to write in English little by little but every time more and enjoy what they write so that writing can become a tool for learning awakening their interest. This is how it was decided that it would be interesting to implement The MI as an approach to improve ESL writing in students of basic level at USIL and this way they could improve the chance to approve the Cambridge University tests starting with the first step: The Preliminary English Test (PET) examination and advance to the Certificate of Advanced English (CAE), which is a requirement from USIL for students graduation .Also provide them not traditional sources and materials but finding their own way of learning and making them aware of the importance to develop self-learning, and to find the use of their MI which best fits for them to improve their writing skills as part of their approach to get their goals in the target language and continue with the development of language acquisition.

The general objective of this investigation was to improve the writing skill of students from basic level using the MI, three specific objectives were stated: 1) To incorporate the use of the MI in the syllabus of one group of students of basic level, 2) To coach basic level educators on the use of the Multiple Intelligences considering its strengths and abilities, and 3) To lead the writing skill in learners of basic level using the MI as an approach to improve ESL writing during the term of studies and who were from different faculties.

In the following paragraphs, more details about this research will be provided. In the first chapter, an outline of the investigation is presented. The problem is stated: Students

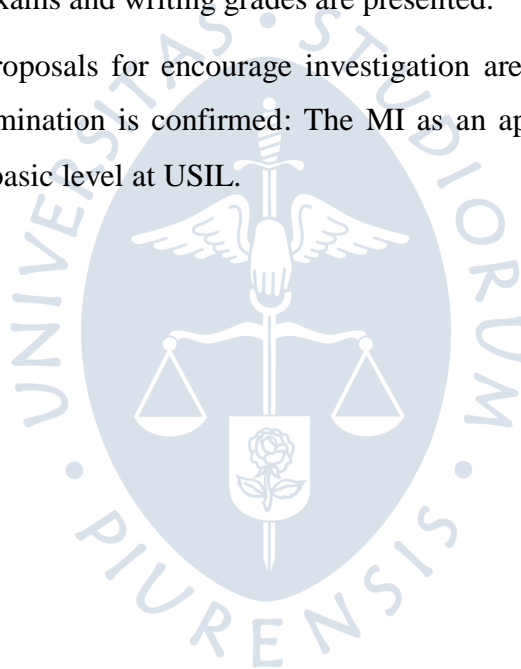
from basic level have a low scored performance in writing skills and the causes and effects were examined. The limits of this study and the methodological preferences were discussed in this chapter, too.

In the second chapter, the theoretical framework is presented the same as the literature review, which covers the main concepts, perspectives, and relevant theoretical bases regarding the development of second language writing.

In the third chapter, the methodology of the investigation is presented and detailed the investigation type that was contemplated in order to meet each of the objectives.

In chapter four, the obtained results from the pre - post tests, descriptive statistics, class observations scores, differences between experimental and control group, results from the mock of the PET exams and writing grades are presented.

At long last, the proposals for encourage investigation are depicted and the major conclusion of the examination is confirmed: The MI as an approach to improve ESL writing in students of basic level at USIL.



Chapter 1

Investigation outline

1. Formulation of the problem

The general target of this research is to implement the use of the MI as approach to improve the writing skills in ESL in learners of basic level. The use of the MI approaches help participants learn to effectively integrate varied source materials into their writing works and offers them more approaches for showcasing their best work by assembling and evaluating print writing works. For this reason, it had to be established why learners had low scores in writing during their learning process in basic level (Appendix 15). It is evident that learners have problems in one of the macro linguistic skills (writing) reflected in their evaluations (Appendix 3). Analyzing data registered in the grade books from the period 2017 - I, the statistics show that (Appendix 4):

36% of participants are classified Under regular.

48% of participants are classified Regular.

16% of participants are classified Average.

From where we can observe that 84% of learners from basic level from the sample selected (Appendix 4) are far below the desired level in writing. In respect to the way writing works have been checked and worked in the specific classroom, the majority of these kinds of programs have implemented writing exercises merely to check grammar points; in this respect, professionals of education carry the future in their hands every day when they challenge learners. Holmes and Moulton (2001) point out that teachers of English have had obstacles with ways to reinforce grammar aspects in their class sessions; educators have tried out a range of orthodox techniques that included writing, such as worksheets, cloze exercises, and others, in order to practice particular grammatical structures, yet everything that has been tried has been somehow unsatisfactory. One more component increased to the fact that learners from basic level have a poor command in writing skill is the lack of coordination hours between educators this has been expressed not only by learners, but from professors (Appendix 8), too. In expansion, Allen (2013) points out some educators do not give enough importance to develop better writing skills in their learners expressing that correcting written work is time consuming.

As a result of this situation the following question arises:

- How can we improve the writing skill in the basic level?

This situation, the problem, its causes and effects can be presented as follows:

- Problem: Students from basic level have a poor performance in writing skill.

Some of the causes and effects are:

- Causes:

- Lack of knowledge about technique to improve written production.
- There is not interest to find out the benefits of MI approach in writing.
- Some educators do not give enough importance to develop writing skill in their learners.

- Effects:

- A high percentage of learners from basic level do not have the requisites to pass the term.
- Few vocabulary words and poor grammar structures used by learners of basic level.
- None technique for gathering ideas (prewriting approaches), planning, drafting and revising.
- Learners do not use punctuation signs and mechanics appropriately.
- Learners do not have good writing approaches to get good marks as USIL assessment rubrics is established.

2. Hypothesis

2.1. General hypothesis. The adequate use of the Multiple Intelligence approaches will help to increase the level of writing skills in learners from basic level.

2.2. Specific hypothesis.

- If the MI approach is incorporated into the current English classes of participants of basic, the academic improvement objectives will be addressed.

- If the implementation of the MI approach improves learners' writing skills then this fact validates the improvement of learners' written production effectiveness.

3. Delimitations of the objectives

3.1. General objective. To set MI approach into performance will result in an upgrade of learning to raise learners writing production in the objective language in the classroom.

3.2. Specific objective. To investigate the validity of the practice of MI approaches in writing tasks in order to see if there is or there is not a considerable difference between the written production from learners in the experimental group and the written production from learners in the control group.

4. Justification of the investigation

The goal of this work activity is to supply viable classroom approaches to educators interested in getting their learners to take advantage of writing lessons in order to increase their tools when engaging in such tasks that may very well eventually lead towards an improvement of their production in the target language through MI. As Scrivener (2005) points out, it is necessary for learners to transfer their already stored knowledge of language into actual language production.

A perspective to get this is to facilitate learners with opportunities in which they can feel safe to explore possibilities: MI approach may very well allow for such an aim.

As a matter of fact, when it comes to increasing learners' motivation, Gallup (1996: 277) maintains:

Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks. Many sources of extrinsic motivation are inaccessible to the influence of the teacher: for example, the desire of learners to please some other authority figures such as parents, their wish to succeed in an international exam, or peer-group influences. However, other sources are certainly affected by teacher action.

According to Gallup (1996). One of the sides through which educators can increase students' motivation, would be to provide participants become conscious of successful participation, which can be understood as learners becoming more confident, thereby becoming better able to identify such success on their own; this way, they will need less direct support from someone else. Gallup goes on to argue that this is perhaps the most crucial attribute in raising extrinsic motivation. Learners who have been able to succeed in previous tasks will be more willing to embark on the next one; they will feel more confident in their chances of succeeding and more likely to continue making their best effort. Gallup notes that it is important to understand that success in this particular case does not necessarily have to do anything with getting the answers right.

Condemarin (1996: 278) claims:

“Further criteria may be the sheer amount of language produced or understood the investment of effort and care, the degree of progress since a previous performance. All these need to be recognized by the teacher as successes for which the learner can and should take credit.”

Besides, regarding MI approach, Goldstein (2004) mentions that there is a slow participation that communication is more than just everyday interaction since a great amount of communication use is indeed attractive, without any immediate or direct communicative outcome; we can gather examples of such an argument when we look at the frequency of language play in the realm of advertising and newspapers headlines, where we see individuals make use of metaphors, for instance, thereby becoming inventive with language.

Goldstein (2004) also mentions that MI approach shows its power to not only discover other worlds but also to interpret and enrich this one. She claims that when learners have the chance to write about themselves, there is a reason for writing; this does not represent an activity with only one answer or an activity that can be handled equally well by a peer or by a teacher; only learners themselves know what they really want to say; therefore, they have a reason to make their piece of writing as good as they possibly can, for their work may later be performed, displayed, etc.

As a continuity to Summer's reasoning about student desire to do their best when they write a project, Summer (1996) adds that learners are more likely to be interested in tasks that have to do with themselves: their own or each other's opinions, tastes, experiences, suggestions. Besides, the very act of writing a good text involves the

exchange of ideas, writing, editing, getting feedback from peers, and rewriting. Using MI approaches in writing gives authentic and significantly valuable practice in all the skills needed to foster language learning.

For this, Summer (2004) explains that when learners step by step get to write with more security, they end up speaking more confidently too. By better understanding what it feels like to be a writer, learners will also become more engaged and positive in their enjoyment of reading.

But, without diminishing for reading and listening when hearing out ideas and when focusing attention to the final product of other learners, as we shall see later on, putting ideas in writing first gives participants the necessary security to produce more.

5. Limitations of the investigation

Although, there are different kinds of contexts where situations might vary. Eventually this work has been applied with learners of basic level from USIL.

Educators get to work with different participants from term to term; that is, every four months, we are in charge of whole new groups of learners. Therefore, it is highly recommended to make the necessary arrangements with the area or department responsible for class evaluation, for example the language department, in order for the teacher to be assigned the same group with not all the same participants, for that matter, they might be evaluated with an entrance test. This way, the work may be carried out consistently with sustainable results.

6. Antecedents of the investigation

6.1. Field research N° 1. Using multiple intelligence-based techniques to improve writing skills. Hesti Wijaya, English Language Education Department, State University of Yogyakarta, (2008). Indonesia.

This research is based on the improvement of learners' writing skills through the educative and learning processes which implement Multiple Intelligence-based techniques. The main consideration is that the classroom consists of learners with different intelligence profiles and these can be used to make them learn writing at ease in their own style. This research was chosen over the target that was to emphasize learners are the main protagonists of the educative -learning process and not just passive

receivers of the information. To put into practice this investigation, the researcher had to collect the data through some interviews, classroom observation and learners' productions were evaluated using pre-tests and post-test to know the problems in the students' writing products and the educative approach to improve the learning process.

Outcomes: the evidence shows that students learn more and get better scores by using the MI. In general, this study has investigated how the Multiple Intelligence-based techniques could be implemented to improve the learners' writing skills. The researcher presents the answer to the question in three areas, namely content where the content of the materials taught in the classroom must be well-selected to generate the syllabus and well-organized to create the lesson plans, process where it is emphasized the way MI based techniques, involving various activities and tasks, were implemented in educative descriptive and procedure writings, and product where the improvement in the students' motivation, self-learning awareness, attitude toward the lesson, and writing habit brought about betterment of their writing skills, in terms of content, organization, language use, vocabulary, and mechanics.

To sum up according to this research the MI is a good tool for educators to evaluate the learners' writing skills of the language where they learn how to work with well-selected material. It facilitates learners to self-learning awareness and be more motivated, it provides educators a tool to improve objectively and understand writing as a process and not only as a final product.

So, MI based tools used in educating writing could improve the quality of the learners' writing production and motivation to learn the language.

6.2. Field research N° 2. The connection between MI and Iranian efl learners' performance on writing different essay types. Farzad Rostami, Habib Soleimani (2015) Department of English language, Collage of psychology, Sanandaj Branch, Islamic Azad University, Sanandaj, Iran.

Along the last fifteen years it has been written and thought increasingly on the application of MI in language classes for writing improvement in this context. However, according to this research, it has not yet been adequately studied how learners perceive its use. This research presents some of the results of the project design and study of the impact of tools for the development of strategic competence in foreign language learning in a university context. Specifically the research focuses on the connection

between Iranian EFL learners' MI and their performance on four essay types. Moreover, the study sought to find out the intelligence type that could best predict the writing performance of the participants on each of the essays. They were required to take a TOEFL exam which was used to select 60 homogeneous learners. Then, the Multiple Intelligence Questionnaire was administered by the researcher. Following that, the learners were asked to write four types of essays, one in each separate session. The writings were collected and scored by three raters who used a scoring scheme developed by Wang and Liao (2008). The results of data analysis showed that there was a significant and positive correlation between total MI and descriptive improvement as well as persuasive essay writing performance.

To sum up based in this research the MI approach is an excellent tool for educators to assess learners' improvement of the language where they learn how to work in university contexts, choose sources and develop critical thinking. It helps learners to reflect and be more autonomous, it provides educators a tool to assess objectively and understand writing as a process and not only as a final product in their performance.

6.3. Field research N° 3. The Correlations among Undergraduate EFL Students' Reading Habit, Multiple Intelligences, and Writing Mastery Ayu Lestari (2017) Sriwijaya University, Jl. Meranti Raya Blok O. 59, Palembang, Indonesia.

This research refers to the goals of this study were to describe the learners reading habits, multiple intelligences, and writing mastery, to find out whether or not there was significant correlation among the learners' reading habit, multiple intelligences, and writing mastery. In this study, 76 undergraduate EFL learners of English Education Study Program of Sriwijaya University in the academic year 2015/2016 in the seventh semester were chosen as a sample by means of evidence. Although there was no significant correlation between reading habits and writing mastery, MI and writing mastery, predictor variables and criterion variables. Further regression analysis still needed to be applied to determine the contribution of reading habit aspects to the writing mastery, and the contribution of MI aspects to the writing mastery.

This research shows the relevance of reading and writing relation because it shows that the central finding of writing mastery goals and reading mastery is pre requisite to develop it in a higher level.

6.4. Field research N° 4. Connection between MI and Writing Approaches .Narges Moheb (2012) Azad University, Shiraz, Iran.

This study was conducted to find the relationship between MI and writing approaches among Iranian EFL learners. The participants in this study were 120 adult males and females studying at high and advanced levels of Iran Language Institute. They filled two questionnaires during the first sessions of spring semester of 2012. The first questionnaire was a MI inventory about eight types of intelligences based on Gardner's theory and the second one was a writing skills and approaches questionnaire checking the learners' use of general, before, during and after writing approaches.

According to the results of a correlational analysis, "logical, existential, kinesthetic, verbal and visual intelligences" correlated with "general writing approaches". Moreover, "naturalistic, logical, kinesthetic and visual intelligences" showed relationship with "improvement of writing approaches". The researcher found that some types of intelligences among participants had relationship with some writing approaches. Besides, the samples of advanced levels showed more significant correlations than those of high levels. Regression analysis, on the other hand, proved that none of the intelligences could predict writing approaches separately.

To sum up the relevance of this research some types of intelligence among participants had relationship with some writing approaches and showed more significant correlation in some levels like high ones but proved also that by no means of the intelligences could predict writing approaches individually.

After reading all these researches It was showed, that the use of MI improved writing production through metacognitive approaches, learners were motivated, they were able to learn from their mistakes and self-regulate their own learning, learners improved learning approaches with the MI tools that were applied among fields of investigations presented.

Chapter 2

Theoretical framework

1. The writing process

As Hammer (2014) states, the process of writing is like the arm that guides learners to a good final writing result. It also educates learners to see the steps for producing a finished piece of work and should entail the recursive phases of pre-writing, drafting, revising, editing, and publishing. Ur (2004) mentions, learners may be ready to see the value of each stage of the writing process if it is compared to more known activities, such as the process of planning, (consider the purpose, audience and tone, choose the topic, and discover ideas to write about). The process of shaping, (decide how to organize material). The process of drafting, (write a first draft). The process of revising, (see what has been written, write additional drafts). The process of editing, (check grammar, spelling, punctuation and mechanics). The process of proofreading, (reread every word, checking for any remaining errors). Pearson (2011) maintains that engaging learners with the writing process in the classroom gives learners a great sense of liberation from the rather formal and constrained assignments.

1.1. Writing. Krashen (2003) mentions ,the process of writing is one of the two productive skills, and it involves the graphic representation of oral production, a fact which, in itself, poses some demanding challenges; for instance, by being a macro-skill, writing comprises a number of micro-skills, such as putting words together in correct word order, using vocabulary correctly, following the conventions of sentence level grammar, keeping unity and coherence, among others; all these micro-skills need to be well developed in order to convey ideas clearly to a particular audience. This is an important skill in giving lessons in English as a foreign language. Morley (2007) defines it as approaches, procedures, and decision making processes which are used when they write about a topic. They stated that writing includes planning, drafting, reviewing and revising processes. Brookes (1998) mentioned four important areas in writing process:

1. Key knowledge of writing and writing topics, 2. Key skills for creating a text, 3. Motivate to write about the particular topic enthusiastically, 4. Using approaches and directing learners' thought and action to obtain specified goals. Pearson (2011) mentions that there are two types of writing in EFL sessions: writing for learning and writing for

display. Writing for learning means pre-writing, drafting, revisions, and editing. Writing for display includes examination writing. Stempleski (2012) points out there are three approaches in writing: product approach, process approach, and genre approach. In product approach writing is considered as a product and form and linguistic knowledge is the most important component. Allen (2013) mentions, process approach is related to the writer and genre approach pays attention to the reader. Product approach is a traditional approach for coaching writing. Badger and Willis (1996) describes writing as primarily about linguistic knowledge which emphasizes appropriate use of vocabulary, syntax, and cohesive devices. Genre approach is the third approach in writing. Land (1981) stated that genre approach is derived from and an extended version of product approach. Product approach and genre approach are called “predominantly linguistic”. However, genre approach is different from product approach because it depends on the social context in which it is produced. Process approach is different from two other approaches. The teacher reads learners’ writing, responds to their writing and learners proffer experiences, ideas, attitudes and feeling to be shared with the reader. This approach emphasizes the process a person goes through when writing. Peck (2005) defined four approaches in writing process. They were controlled approach, the current-traditional rhetoric approach, the process approach, and social approach. Controlled or guided approach is the first stage of writing and it derived from structural linguistics and behaviorist psychology. Trevor (2011) mentions Kaplan’s theory of contrastive rhetoric. It involves identifying and internalizing organizational patterns. Process approach is the third approach whereby learning to write is developing efficient and effective writing approaches. Last stage is social approach and learning to write is part of becoming socialized to discourse community. With these explanations, four theories were defined in writing instruction: Contrastive rhetoric theory, cognitive development theory, communication theory, and social constructionist theory. Kaplan (1966) proposed contrastive rhetoric theory which examined the informal differences between texts written by native and non-native speakers of English. These textual differences have been related to the cultural differences in rhetorical expectation and conventions.

1.2. Writing in the classroom. Harmer (2004) points out that the skill of writing has always been taken into consideration in any syllabus in the instruction of English. This has been used as a multipurpose means, from being just a supporting tool for

grammar instructing to being a main syllabus domain in itself. It also stimulates learners to pay attention and order their ideas to language as they concentrate. A Brookes (1988) states, a very good reason for spending classroom time on writing is that it allows learners to work together on writing in different ways. Ur (1996) points out, the importance of strategy or approach defined as a set of plans or decisions made in an effort to help organizations achieve their objectives. Although the teacher's ultimate aim is to develop the writing skills of each student individually, individual participants have a good deal to gain from collaborative writing. Group composition has the added advantage of enabling participants to learn from each other's strengths. It is an activity where learners with more resources can help the ones who have lower resources in the group. It also facilitates the teacher to move around from group to group monitoring or checking the work and helping with the process of composition. Brookes (1988) argued that suitable writing approaches increase learners' writing performance in the classroom. Educators are so important in helping students for starting, drafting, revising, and editing. Writing approaches are cognitive and metacognitive procedures writers use to control the production of writing. Land (1981) points out there are eight categories in writing approaches. Planning is the first category in which writers decide what to write about. Global planning is the next category and is about organizing the text as a whole. In rehearsing, writers try out ideas and in repeating phase, they provide impetus to continue writing. Writers review what had already been written down in pre-reading and in questioning they classify ideas and evaluate them. Revising and editing are the last categories which are related to making some changes in order to clarify meaning and correct syntax and spelling.

1.3. Student Writing Project. When learners are motivated and enjoy working on their writing project this becomes a good method in their learning process. As a matter of fact, it is important to be clear on what a writing project is. Student writing project can be used to show a sample of the learners' work to show a variety of performance or the distinguished element of work. With most writing projects, learners are expected to show a variety of skills and the ability to improve performance according with the intelligences that they manifest. Student writing project tell an in depth story, especially if they are maintained for the entire term and cut across subjects according with MI

approach that they want to manifest in their work. They may consist of a novel, a description about home, an essay on a particular subject, or a series of essays.

Amstrong (2013) points out, written projects are becoming increasingly popular because they are considered an excellent way for the teacher to get to know one of the student's production. The written projects help learners to become better writers and to learn how to write in various ways using different manifestation of intelligence to produce more and better.

Ellis (1988) also argues that writing in groups is a great example of a task where the classroom actually becomes a writing workshop. Thus, since most strategic writing work is done among learners to collaborate for each other, the group interaction at every step of the writing projects contributes in useful ways to the writing process, a process that includes stages such as brainstorming, logical sequencing and organization, and revision in progress, which motivates for spontaneous conversations and analysis. Ellis also believes as well that collaborative writing promotes activities which encourage strategic and effective process of writing.

2. The multiple intelligences MI theory

This research reviewed the MI theory proposed by Gardner (1983) and later finished by him in 1990s. Howard Gardner, Ph.D. is a psychologist and professor at Harvard University and the author of specialized books and articles. His theory of MI has challenged assumptions about intelligence especially about a unique measure of intelligence. According to Gardner there exist eight distinctive types of intelligences. These intelligences are:

- Naturalist
- Musical
- Logical-Mathematical
- Interpersonal
- Bodily-Kinesthetic
- Linguistic
- Intra-personal
- Spatial-visual

2.1. Naturalist. This intelligence was defined as the capacity to know approximately and relate well to one's common environment. This incorporates having a more noteworthy affectability to nature and one's put inside it, being able to support and develop things, and effortlessly caring for and association with creatures. It may too incorporate being able to observe changes in climate or vacillations within the characteristic environment. In other words, individuals with profoundly created nature smarts tend to get it the common world of plants and creatures. They appreciate investigating and working outside.

2.2. Musical rhythmic. This intelligence was defined as the capacity to see, segregate, change, and express melodic shapes. This incorporates being touchy to beat, pitch, tune, and timbre of music. In other words, individuals who have exceedingly created music smarts tend to adore music and musical sounds. They connected with their environment through sound and vibration. Since different sounds have an increased impact on them, they are great at any occupation that requires affectability to cadence, pitch, and song.

2.3. Logical-Mathematical. This intelligence was defined as the capacity to work with numbers and to reason well. This incorporates perceiving consistent designs or connections and proficiently categorizing, classifying, and calculating data and information. In other words, individuals with profoundly created rationale smarts tend to be amazing mathematicians and researchers. They are great at deductive thinking and depend on numbers and insights to assist them in their work. Their expository skills are exceedingly esteemed within the work environment where the capacity to control data and information is esteemed.

2.4. Interpersonal. This intelligence was defined as the capacity to get and be associated successfully with others. It includes successful verbal and nonverbal communication, the capacity to note refinements among others, affectability to the dispositions and personalities of others, and the capacity to engage numerous points of view. Teachers, social laborers, performing artists, and lawmakers all show interpersonal insights. Youthful grown-ups with this kind of insights are pioneers

among their peers, are great at communicating, and appear to get it others' sentiments and thought processes.

2.5. Bodily-Kinesthetic. This intelligence was defined as the capacity to control objects and utilize a assortment of physical abilities. This insights moreover includes a sense of timing and the flawlessness of aptitudes through mind–body union. Competitors, artists, specialists, and craftspeople who show well-developed real kinesthetic insights.

2.6. Linguistic. This intelligence was defined as the capacity to think in words and to utilize dialect to specific and appreciate complex dialogues. Phonetic insights permits us to get it the arrange and meaning of words and to apply meta-linguistic aptitudes to reflect on our utilize of language. Etymological insights is the foremost broadly shared human competence and is obvious in writers, writers, writers, and compelling open speakers. Youthful grown-ups with this kind of insights appreciate composing, perusing, telling stories or doing perplexes crossword.

2.7. Intra-personal. This intelligence is defined as the capacity to get in oneself and one's considerations and sentiments, and to utilize such information in arranging and directioning one's life. Intra-personal insights includes not as it were an appreciation of the self, but too of the human condition. It is clear in analyst, otherworldly pioneers, and rationalists. These youthful grown-ups may be bashful. They are exceptionally mindful of their claim sentiments and are self-motivated.

2.8. Spatial-visual. This intelligence is defined as the capacity to think in three measurements. Center capacities incorporate mental symbolism, spatial thinking, picture control, realistic and imaginative abilities, and a dynamic creative ability. Mariners, pilots, stone workers, painters, and planners all show spatial insights. Youthful grown-ups with this kind of insights may be interested with labyrinths or perplexes jigsaws, or spend free time drawing or wandering off in fantasy land.

2.9. Why MI? The theory of MI brings a way of understanding intelligence in different forms which educators can use as a guide to develop classroom activities and to use multiple tools of learning and knowing. Grasha (1996) mentions educational approaches informed by multiple-intelligence theory can transfer some control from educators to learners by giving learners choices in the ways they will learn and demonstrate their learning. Littlejohn (1991) argues by focusing on problem-solving activities that draw on MI, these educational approaches encourage learners to build on existing strengths and knowledge for their purposes.

Morley (2007) mentions learners can upgrade their approaches in response to the demands of instruction, context, and task. Although, learning can happen more successfully when the teacher makes the processes of learning more transparent through approach training. Educators should identify the learners' preferred learning styles so that they can use their strengths in these areas to learn effectively, in this case to learn about writing and to improve their writing skill through the MI which fit better. Armstrong (2009) demonstrated that ESL educators should be prepared enough to identify different learning styles of their participants and exploit their strengths in writing based on MI.

2.10. MI approaches for writing. Armstrong (2009) mentions the reason of these personal contrasts among learners, teachers are best prompted to utilize a wide extend of educational procedures with their learners. As long as teachers move their insights accentuation from step by step, there will continuously be a time among the period or day when a learner has his or her claim most exceedingly created intelligence(s) effectively included for their improvement.

2.11. Educational approaches for writing with linguistic intelligence. Armstrong (2009) points out that linguistic intelligence is maybe the easiest one to develop tools for, because so much attention has been given to its cultivation in the educational areas. Although, this work does not include the traditional linguistic approaches involving textbooks, worksheets, and lectures, however, simply because they have been overused for so much time. This is not to say that textbooks, worksheets, and lectures should never be used.

Amstrong additionally states the approaches appeared underneath are available to a long extend of learners since they emphasize open-ended dialect exercises that bring out the linguistic smart in each learner.

2.11.1. *The storytelling.* Some people may suggest that storytelling for writing has no value as an approach in MI since it is not typical of the language learners will need to write in the real world or just for class, outside of the classroom constraints. In an effort to prove this comment wrong, Amstrong (2009: 74) maintains:

Narrating has customarily been seen as excitement for children within the open library or during special enhancement times within the classroom. In any case, it ought to be seen as a imperative educative device.

When utilizing this activity within the classroom, you construct fundamental concepts, thoughts, and directions goals into a story that you simply tell straightforwardly to learners. In spite of the fact that storytelling-approach is ordinarily thought of as a implies of passing on information within the humanities, it can be connected to the composing of writings as well. For illustration, you'll be able take learners on a mysterious travel to a video diversions arrive where everything turns around exceptionally quickly from the center outward.

For this investigation, it was arranged for narrating by posting the fundamental components educator preferred to incorporate within the story approximately video recreations. Then use educators' creative ability to make a extraordinary video diversion arrive, a gather of colorful characters and abnormal plot to carry the message domestic. It may help to imagine the story at to begin with and after that hone telling it to lesson (See attach 14). As Allen (2013) focuses out, stories don't got to be particularly unique or extraordinary for understudies. Learners are frequently inspired basically by a teacher's readiness to be imaginative and talk from the heart around a subject.

2.11.2. *The Journal writing.* Also, Harmer (2004) discusses and supports Multiple Intelligence approaches for writing in the classroom keys .Allen(2013:56) mentions:

Keeping a personal journal involves learners in making ongoing written records related to a specific domain. The domain can be broad and open ended ("Write about anything you're thinking about or feeling during the class day")

Allen recognizes, in spite of the fact that, that typically no simple errand due to the confinements which numerous members confront when composing by setting them in time setting and due to the reality that a few learners may require time or utilize this diary to keep a recreated record of learners' life as a member amid classes.

This can be connected in several topics but for the subject almost video recreations, as learners compose down a approach for understanding to development to a another level. They keep a composed data of the endeavors to proceed to another level in video recreations. They can do speculation and modern thoughts that rise from their encounter or sharing data with course mates to compose in their works. They keep a checklist of their responses to the data they perused or share. Their work can be kept completely private, shared as it were at the starting between instructor and understudy, or perused to the lesson (see annex 14). They can be joined to this approach by permitting drawings, outlines, photographs, discoursed, and other nonverbal information.

2.12. Educative approaches for writing with Logical-Mathematical intelligence. Coinciding with Gardner's realization, Amstrong (2009) notices that a few teachers are, without a doubt, stressed almost the truth that a few of their learners don't like to utilize their creative energy in composing related with math. Other than Condemarin (2011) contends regularly, logical-mathematical considering is limited to math and science courses. There are components of this insights, in any case, that are appropriate all through classes. As a matter of reality the rise of the critical-thinking development certainly proposes one wide way in which logical-mathematical insights has influenced the social sciences and humanities. Essentially, the call for "numeracy" (the logical-mathematical comparable of "literacy") in our schools and, in specific, the suggestion that science be connected to an intrigue classes point to the wide application of this shape of considering to each portion of the educative day.

Allen (2013) points out letting the teacher and the class in every particular lesson evaluate and think by reasoning experimenting, questioning and figuring out logical challenges.

2.12.1. *The calculations and quantifications.* In persons to type in around such as history and topography, it may center frequently on imperative measurements: keys of any nation or cities, in arrange to capture their consideration so that members can learn to see that math has a place not fair in math course but goes past that.

But how do educators finish the point of this in writing? Pearson (2011) focuses out teachers shouldn't constrain associations that basically aren't there. Be that as it may, there are numerous books, brief stories, and other scholarly works make reference to numbers. He too notices as an illustration when he studied almost an individual may check to see how long he might walk from his house to school and after that compared that to the sum of time it takes open transportation to go through the same street. This test entry brings the premise for scientific considering. Of course, educators shouldn't feel compelled to create word issues out of awesome works of art that would be troublesome to say the slightest. It may be a great approach, be that as it may, to keep caution for curiously numbers and captivating math issues wherever they may be found indeed amid course. By tuning into the numbers within the center of nonmathematical subjects, teachers can superior lock in profoundly coherent learners, and particularly fundamental members can learn to see

2.12.2. *The classifications and categorizations.* The coherent side of the brain can be invigorated anytime data is put into a few kind of levelheaded data, whether the information be etymological, coherent numerical, spatial, or any other kind. For case, to classify species, creature and type in representations approximately for each type.

As an application of this approach, in arrange to compose around nature, the educator can set the names of three categories gas, fluid, strong at the best of columns on the chalkboard and after that inquire learners to list cases of things having a place to each category. Other cases of coherent systems incorporate : Venn charts, time lines, quality qualities of a individual, put, or thing as spokes around the subject , organizers ,graphs that reply who, what, when, where, and why questions and mind-maps. The significance of this view is that empowers parts of data that can be organized around central thoughts or topics, making them simpler to keep in mind, talk about, and think almost extraordinarily for essential learners who begin composing step by step.

2.13. Educative approaches for writing with spatial intelligence. According to Armstrong (2009), there is a neurological point to consider, one of the first way a child try to communicate is by drawing. Spatial intelligence is related to images either the images in one's mind or the pictures in the external world, such as photos, pictures, drawings and graphic symbols.

2.13.1. The visualization. An better approach to assist learners to compose expositions from pictures and pictures is to have them near their eyes and picture in their heads whatever is being seen and after that begin writing.

As an application of this approach, in arrange to compose around nature, the educator can set the names of three categories gas, fluid, strong at the best of columns on the chalkboard and after that inquire learners to list cases of things having a place to each category. Other cases of coherent systems incorporate : Venn charts, time lines, quality qualities of a individual, put, or thing as spokes around the subject , organizers ,graphs that reply who, what, when, where, and why questions and mind-maps. The significance of this view is that empowers parts of data that can be organized around central thoughts or topics, making them simpler to keep in mind, talk about, and think almost extraordinarily for essential learners who begin composing step by step.

2.13.2 The idea sketching. Some successful novel authors styles reveals that they utilized basic drawings in creating numerous of their thoughts. Teachers ought to recognize the esteem that this kind of visual considering can have in making a difference members express their understanding of work. The Ideal Sketching approach includes inquiring learners to draw the key point, primary thought, central subject, or center concept being instructed.

The sketching approach includes inquiring learners to draw the key point, primary thought, central subject, or center concept being instructed. Pearson (2011) states flawlessness and right arrange may be reduced for speedy draws that offer assistance verbalize an thought. To get ready members for this kind of drawing, it may be accommodating to play the diversion Lego so they get used to the idea of making fast drawings to induce central thoughts. At that point, start to inquire learners to draw the concept or thought you need to center on in a lesson some time recently they built with Lego bricks as they outline utilizing their smartphones (attach 14).

This approach can be utilized in educative sessions to assess a student's understanding of a thought, a concept, or to deliver learners a wide range opportunity to investigate a thought in a more prominent research. Here are a few cases of subjects or concepts educators might have learners select to demonstrate: the High State, the Under rated transport, environment and mainland float. Taking after up the drawing movement with a talk about of the relationship between the drawings and the subject built is vital within the classroom that don't assess the aesthetic quality of the drawings themselves; instep, look for to “draw out learners” understanding from the draws for their works.

2.14. Educative approaches for writing with Bodily-Kinesthetic intelligence. In general terms, learners may leave their books and notebooks behind when they leave home in their way to the academics center, but they take their bodies with them wherever they go, Amstrong (2009: 82) points out:

Finding ways to assist learners coordinated learning at a “gut” level can be exceptionally imperative to expanding their maintenance, understanding, and intrigued. Customarily, physical learning has been considered the territory of physical instruction and professional instruction. In any case, it is appeared how simple it is to coordinated hands-on and kinesthetic learning exercises into conventional scholarly subjects like perusing, math, and science.

Similarly, Summer (2004) points out that children develop their first language to some extent by playing hands and body, and that children do this with limited movements to communicative their feelings.

2.14.1. The classroom theater. Learners may themselves act in brief plays, or indeed they may dramatize in smaller than expected (e.g., appearing how a fight was battled by putting scaled down planes on an discuss war zone and moving them around to appear make developments). This action can be composed as an essay. The classroom theater approach includes bringing out the performing artist in each of course members, inquiring them to perform the day by day circumstances, issues, or other fabric to be learned by dramatizing substance. For illustration, learners might dramatize the impacts of video diversions including two step issues understanding by putting on a two act play. Classroom Theater can be as casual as a one diminutive act of spontaneity variation of a perusing entry or indeed can be connected with common ad lib among

learners during class. It also can be done without any materials, or it may involve substantial use of props. Learners may themselves act in plays and dialogues, or they may produce puppet shows showing how a war was fought by putting miniature soldiers or toys on a table battlefield and moving them around to show troop movements. To help basic students who might initially feel shy to engage in dramatic activities, educators can try some warm up exercises or dynamics (Annex 14) so after this they can be motivated to write what they saw or performed in class.

2.14.2. The kinesthetic concepts. A common asset made by educators is the diversion of charades has long been a favorite of members since of the way it challenges members to precise information in non-common shape. The Kinesthetic Concepts approach includes presenting learners to concepts through physical composing outlines or inquiring learners to emulate particular concepts or terms from the lesson.

An application of this approach requires learners to interpret data from etymological, consistent image frameworks or modern lexicon into absolutely bodily-kinesthetic expression. The extend of subjects is unending. Here are fair many cases of concepts that can be communicated through physical signals or developments: creatures, infections, occupations and biodiversity in an environment. Basic mimes can moreover be amplified into more expound imaginative development encounters or moves such as dance performing about some known songs before they begin to write.

2.15. Educative approaches for writing with musical intelligence. Amstrong (2009) mentions people are affected by music, songs in different languages. They sing, tap, and move. They are able to connect sentiments to music and can make verses for melodies. Goldstein (20017) depicts in arrange to construct melodic insights, have learners make and type in melodies to clarify concepts (e.g. a tune depicting their sentiments), play distinctive sorts of music amid course.

2.15.1. The mood music. In order to build an ice breaker for lesson play recorded music that makes an fitting enthusiastic environment for a specific lesson or unit. Such dynamic can indeed incorporate sound impacts (later examinations appears nonverbal sounds are prepared through the melodic judgment skills), nature sounds, or classical

or some chill out pieces that facilitate specific zen states and motivates learners to write essays.

An application of this approach, when some time recently learners are around to type in an exposition that takes put close the ocean, educators can play a recording of ocean sounds where learners can tune in waves slamming up against the shore, ocean gulls crying or educators can vary with an essay about their favourite video games or action heroes, for this, educators can play the song shoot to thrill by AC/DC band.

2.15.2. The discographies. It is a good form to vary and reinforce bibliography for classes with lists of recorded melodic choices, CD's, MP3 records, Spotify records and other sound groups that outline, encapsulate, or increase the substance teachers need to create learners compose around.

An application of this approach includes, in fortifying a unit with Video Games, educators might collect melodies related to that theme, counting: "Dragon Ball," "Lone Rider," "Star Wars," and "The Ironman soundtrack." After tuning in to the recordings, the lesson can compose a few lines of the substance of the tunes in connection to the subjects of the unit. Also, teachers can discover recorded melodic expressions, tunes, or pieces that entirety up in a compelling way the key point or fundamental message of a lesson or unit. For illustration, to demonstrate Star Wars diversion industry teachers seem play: "The empire strikes back", this approach is regularly a successful opener giving an expectant set or bridge to learners composing generation.

2.16. Educative approaches for writing with for interpersonal intelligence. Allen (2013) mentions learners are sensitive to other people's needs and characters. They like to be cooperative using activities and solving situations. To develop this approach, use cooperative learning, they can work in pairs to make an essay.

2.16.1. The peer sharing. Perhaps, sharing is maybe the easiest approach of the MI to be set. Make learners turn to a person who is close to them and share about a personal experience. The blank space of papers can be filled with the information the person interests.

An application of this approach includes educators might need to start a lesson with peer sharing to open learners' existing information approximately the subject beneath think about as they share three things that they know around video diversions . Teachers may need to set up a “friendly system” so each understudy offers with the same mate each time. Or teachers may need to energize learners to share with diverse individuals of the lesson so that by the conclusion of the term, each understudy has formed a sharing organization with each understudy within the classroom. Sharing periods can be brief around thirty seconds or amplified up to twenty minutes or more. Peer sharing can moreover advance into peer coaching where one understudy coaching or direction particular lexicon some time recently composing to another student in class.

2.16.2. *The cooperative groups.* Willis (1996) mentions the use dynamics at this point working with little bunches toward common guidelines objectives is the center component of the agreeable learning show. Honda (2011) notices such bunches as a rule with male and female members for the most part work most absolutely when they have three to four individuals. Learners in agreeable bunches can handle a learning task in a assortment of ways.

The team may work collectively on a composed task, for illustration, with each part contributing thoughts as an include when planning a wellbeing campaign as a venture.

An application of this approach involves the team may moreover partition its duties in a number of ways. In one case, the gather may dole out exercises based upon the structure of the task, with one part doing the presentation, another taking care of the center segment, and another contributing the conclusion (Add 10). Or bunches may utilize a “brainstorm” approach and dole out each understudy duty for a specific subject. On the other hand, they may relegate distinctive parts among gather individuals, so that one individual does the composing, a moment audits the composing for spelling and a accentuation blunder, a third peruses the report to the course, and a fourth leads the resulting wrangle about. Agreeable bunches are especially reasonable for MI approach since they can be organized to incorporate learners who speak to the complete range of shrewd. For occasion, a gather charged with the errand of making a recorded introduction might include a socially created understudy to assist organize the group.

Agreeable groups give learners with a chance to function as a social unit which is an critical prerequisite for effective working in genuine life work situations.

2.17. Educative approaches for writing with for intrapersonal intelligence. To with with, as Condemarín, Galdames, and Medina (1995) point out, At this stage learners are self-motivated and reflective. They watch and listen, taking in conversation rather than contributing to it. As a matter of fact, it is better for them working alone, they need quiet time to process new ideas, and it is better to avoid too much teacher talking so they can start writing by their own.

2.17.1. *The one-minute reflection periods.* As project works, or other activities, learners might have frequent “time outs” for introspection or focused thinking. One-minute reflection periods offer learners time to digest the information presented or to connect it to happenings in their own lives. This approach helps to order their ideas and previous knowledge to write.

An application of this approach might happen anytime amid the lesson , but it may be especially valuable after the introduction of data that's particularly challenging or central to begin the composing generation. Amid this one-minute period which can be expanded or abbreviated to suit differing attention crevices, there's to be no talking and learners are to essentially think approximately what has been displayed in any way they wish. Hush is more often than not the finest environment for reflection, but teachers once in a while might attempt utilizing foundation “thinking” music as an alternative. Moreover, learners ought to not feel bashful to “share” what they thought of, but this action can be combined with peer sharing to form it both important exercises some time recently composing in class.

2.17.2. *The goal-setting sessions.* As a matter of fact, this approach certainly has to be among the most important skills necessary for leading a successful life. It brings very powerful motivation for learners so they can write inspired and can make it meaningful.

An application of this approach involves goals that may be for the class session. As teacher write on the board what participants would learn in class session. The goal-setting session may final as it were a number of minutes. The targets themselves can relate to academic results of what grades learners are setting for themselves in lessons, more extensive learning results as what learners need to know how to check by the time

they finish the course, or life objectives just like the kind of occupation see themselves included with after they wrap up their ponders. The educator must attempt to permit time each session for learners to set objectives for themselves. The instructor may moreover need to appear learners diverse ways of speaking to those objectives like words or pictures and strategies for charting their advance along the way through composed notes, charts, diaries, and individual motivation so these can be supportive when they begin writing.

2.18. Educative approaches for writing with naturalist intelligence. In this side, Pearson (2011) mentions that people seem to "come alive" when allowed to interact with nature.

Consequently, it is important to give learners the chance to choose the topics they will be writing on. To start with the activity, the teacher can elicit ideas on possible topics of nature to be discussed. The learners brainstorm topics and the teacher can also add some others. When learners get the chance to choose, they gain a sense of agency and identity because the topic they have chosen is meaningful to them, a fact that gives them confidence to become good writers and eventually better learners.

2.18.1. *The plants.* More educative centers have adorned their walls with gardens, flowers or even trees easily to construct a positive environment for learning. Be that as it may, it is additionally valuable to consider the down to earth advantage of utilizing plants as learning devices .

An application of this approach involves about the plants can make valuable “props” as foundation view for activities. In history, their function or usefulness as home grown plants, nourishments, or indeed harms may well be considered. Assigning a especially troublesome understudy with a naturalistic bowed the work of taking care of a plant within the classroom can be a valuable way to divert his or her energies. Amstrong (2009) points out the key of utilizing the picture of plant development as a representation for the learning that's going on within the classroom at the starting of the term, brought in a grow of a plant, and at the conclusion of the term, it points out to the class how much both the plant and learners have grown during the term as even the can see the length of vocabulary in their writings.

2.18.2. *The eco-study.* For this approach essentially shows whatever is taught, whether it is history, science, math, writing, geology, social ponders, craftsmanship, music, or any other subject, we ought to be beyond any doubt its significance to the environment of the soil planet. Learners can type in expositions or report around it.

A way to perform of this approach involves having participants their own criteria that “ecology” shouldn’t fair be a unit, course, or point separated from the rest of the lessons but that it be coordinates into each portion of the course. So, for illustration, on the off chance that the subject is divisions or rates, the instructor can inquire learners to explore the division of a specific imperiled species that exists nowadays as contradicted to, say, twenty a long time back or the rate of rain timberland cleared out in Brazil compared to what it was in 1980. Whether a teacher has the option of choosing a similar topic, then a dramatic movie like an inconvenient truth by former US Vice president Al Gore which is an ecological movie might be watched in class before writing. For participants who are sensible, they can listen to the earth song by Michael. This sort of technique can help them to take notes and improve vocabulary for writing

Once reviewed some basic theory foundation data, let us presently put onto the wrangle about of to whom and how this connected research was carried out and what tools were used along the execution and preparation for answering the expressed issue.

Chapter 3

Methodology of the investigation

1. Investigation type

This investigation has been organized around a quantitative investigation and according to empiric-analytic quantitative research oriented to quasi-experimental with a pre-test & post-test design. To this end, participants were assigned to the experimental and control groups randomly. This investigation is limited to describe the phenomenon that has taken place (learners with writing skills problem) and the way how it is mentioned is why it is descriptive. It provides with facts and data for new theories and investigations therefore the fact that the participants from basic level have low performance in writing skill in ESL is the purpose of this investigation.

The most important methods used for this research are: analysis, synthesis, deductive, inductive, and descriptive and statistics among others.

2. Design of the investigation

In order to find the effects of incorporating MI as a approach to improve ESL writing, the learners were asked to write short essays as a pre-test and post-test. On both tests, they were provided with writing prompts and pictures. The pre-test was given to the both groups at the beginning of the study. After the pre-test, the control group was instructed through traditional method and the experimental group was instructed through multiple intelligence based activities. The implementation process of the methods lasted eighteen sessions. The time of the implementation process was determined considering the time allocated for the target unit in classes. After the implementation process, the participants in both groups were given post-test writing.

2.1. Questions. This investigation points at finding out the effects of the MI approach on the development of writing skill in English. For that end the research question addressed by this investigation is: “Are there any differences between two groups of participants instructed through traditional method versus MI approach in a content-based framework in terms of writing development in foreign language at the basic level?”

3. Variables

3.1. Independent variable.

- The Multiple Intelligences approach

3.2. Dependent variable.

- Writing improvement of the basic level learners in USIL

4. Population and study sample

The research project was carried out at the San Ignacio de Loyola University(USIL) Lima, Peru. USIL includes in its formative proposal, mandatory and elective English courses, by the Center for Language Studies, as part of the general education of students of all careers. English courses at USIL are part of the classes, and therefore, are developed like any other course. It is also subject to all applications of the study regulations, they follow the standards proposed by the Common European Framework of Reference for Languages (CEFR). (See annex 4).

It was completed and coordinated the necessary permissions with the General Director of the Center for Language Studies Dr. Matthew Allen.

The participants comprised of 50 students of English in basic level at USIL. They had been assigned randomly to their class groups. The language department stated that they formed the classroom in a way they tried to make them equal to each other in terms of the number of participants, number of the female and male students, and their academic success during school, their socio-demographic characteristics. The investigation determined the experimental and the control groups randomly. Both classes consisted of 25 students. Learners had been exposed to English for one term which lasts fourteen weeks, each week consisted of six hours a week during the study. Their native language is Spanish. Their level of English was stated to be basic as a result of the language department classification. A single sample of the four classes assigned in the term were selected to be part of the control group, so in the end, twenty-five students participated in the implementation of the proposal, which means that twenty-five participants directly worked with the MI approach for writing activities selected to hopefully increase writing production.

The educative material during the basic level used is, the textbook Face to Face, written by Gillie Cunningham, Jeanne McCarten, Helen Sandiford, English instructors and consultants at Cambridge University Press.

N°	Stratum	Population	Level
1	Control Group Students	25	Basic
2	Experimental Group Students	25	Basic
3	Overall Population	50	Basic

5. Instruments and techniques of gathering of data

It was established that to find out whether there were any differences between two groups of participants instructed through traditional method (control group) versus MI (experimental group) activities in a content-based framework in terms of writing development in foreign language in basic level, the participants were asked to write two essays as a pre-test and post-test. The topics of the essays were related to English writing projects. The participants were provided with writing prompts and they were asked to write an essay with an introduction, development and conclusion parts. An essay evaluation rubric developed by USIL Center for Language Studies was applied to evaluate the essays. Apart from the researcher, the essays were also blind-rated by two experts who were also English educators using the same rubric in order to have an objective evaluation.

The maximum possible score was 100 (equivalent 20×5). Inter-rater reliability coefficients for two sets of essays were 0.82 and 0.85. GraphPad software was used for data analysis, statistics and graphing. A transparent form to interpret quantitative data, the investigation also tried to collect qualitative data through observations throughout the research process. After pre and post-tests, the researcher interviewed with ten students randomly selected among participants. During the interviews, the researcher asked the students about their writing experience. The researcher tried to find out the points at which the students had difficulties or at which they enjoyed the writing task. In addition to the data collected through pre and post-tests, and interviews, demographic information related to the participant was collected through five open-ended questions.

5.1. Instruments. For information collection, observation technique was used. For this activity, the instrument used was a MI checklist for students to observe students' behavior and analyze it. (Annex5)

Another technique used was a table category for comments to educators. For this technique, an added item for comments aimed to obtain educators' suggestions on the view of the students' scores on their writings as feedback. (see Appendix 6).

An MI Inventory for Adults was also used. The instrument used was used in order to look back over the kinds of real-life experiences educators have already had involving MI. Gardner (2006) mentions that standardized tests measure only a small part of the total spectrum of abilities. The best way to assess MI, therefore, is through a realistic appraisal of performance in many kinds of tasks, activities, and experiences associated with each intelligence. Although rather than performing several artificial learning tasks, look back over the kinds of real-life experiences. So, it's important to keep in mind that this inventory is not a test and that quantitative information (such as the number of checks for each intelligence) has no bearing on determining intelligence or lack of intelligence in each category. The purpose of the inventory is to begin to connect the participants to their own real experiences in life with MI.

Six educators were asked to answer an inventory. It included ten items for each Intelligence. The interviews were carried out during the term this research took place. USIL Academic services facilitated empty scheduled classrooms and each meeting took approximately twenty minutes. These answers were saved. The aim of getting the educators' answers is relevant, since they were going to be advised to use this MI approach feedback. They were asked about their knowledge of it, as well as different kinds of feedback they are familiar to. Educators who had used MI approach feedback were also asked if they found an evidence of any kind of improvements in students' writings. In addition, observations on other abilities about the effectiveness of the feedback they currently use were also included; their experience about evaluating writing and the MI approach they consider the one that offers better tools to improve scores for students. Interviews have been used as well since it is a flexible data collection technique as it allows verbal, nonverbal, spoken and heard input. This activity was placed to English educators who currently teach basic levels in USIL to learn about their previous knowledge about written corrective feedback and the effectiveness of MI approach.

As consequence, we will describe the characteristics of the pre-writing stage and post writing stage, after having applied the different types of MI approach to the groups. Both, the pre-task and the post-task evaluate the improvement of production of texts in terms of the grammar, vocabulary and spelling.

Every student was told to write in a sample which contains rubrics (Annex2), each rubric represents the following:

Task Completion: Students get the highest mark only if all the requested information is kept in a logical sequence.

Language and Vocabulary: Students get the highest mark only if they show correct use of structures and a good range of vocabulary according to the level.

Layout and Length: Students get the highest mark only if the written product complies with all the requirements for the type of text.

Mechanic: Students get the highest mark only if they do not show spelling or punctuation errors.

Students were introduced to MI and provided with a set of examples of how they were applied. The direct form to introduce MI to students is simply to explain it to them. An MI cake was drawn on the board (Annex 9), a circle divided into eight slices and then it is explained the model which there is a word identified as smart. Simple terms are used to describe the intelligences, since words like “linguistic” are a mouthful for many students. As shown in Annex 10, each item was placed with a graphic symbol to spatially reinforce it. Then questions were asked: “How many people here can speak?” For these questions many hands were raised. “Well, in order to speak you have to use words, so all of you are word smart!”, “How many students here can write? You are using words here also, so again, you’re all word smart.” Essentially, questions were used in order to build confidence.

Here are the simple questions keys used during MI approach for each of the intelligences and some questions that were used in the research:

- Linguistic: How many persons here can speak?
- Logical or mathematical or Logic Smart: “How many of you can do math?”
- Spatial: “How many of you can see pictures in your heads when you close your eyes?”

- Bodily-kinesthetic: “How many of you like sports?”
- Musical: “How many of you have ever played a musical instrument or sung a song?”
- Interpersonal: “How many of you have at least one friend?”
- Intrapersonal or Self Smart: “How many of you have a secret or special place you go to when you want to get away from everybody and everything?”
- Naturalist or Nature Smart: “How many of you have pets or enjoy spending time with animals?”

These directed questions promoted students with models to be prepared for their writing production. (Annex 8)

- Students named favourite passages of books and authors that the class has been reading to debate their points of view. This was applied to Linguistic Intelligence.
- Students built famous inventions using Lego bricks. This was applied to This was applied to Spatial Intelligence.
- Logical-sequential presentation of subject matter was made by students. This was applied to Logical-Mathematical Intelligence.
- Competitive and cooperative games were made in classroom. This was applied to Bodily-Kinesthetic Intelligence.
- Music appreciation and group singing. This was applied to Musical Intelligence.
- Interactive software or Internet platforms in class. This was applied to Interpersonal Intelligence.
- Exposure to inspirational individual compositions in class. This was applied to Intrapersonal Intelligence.
- Nature videos about the planet in class. This was applied to Naturalist Intelligence.

This was an essential part of the research since this stage had to be very clear from the beginning. If students did not get familiarized with the MI theory and approach then all this research would have been useless.

In the pre-task (see Appendix 5 and 6 to see the pre and post task) the students had to write about their favourite things by using future perfect and other future forms as well as the learned vocabulary. (45-55 words)

In the post-task the students had to write about their favourite activities completing an essay using body paragraphs. (70-80 words) (see Appendix 11 to check the rubrics)

6. Procedure

Regarding data collection, Peck (2005) mentions as the data is collected, it is time to organize it in order to know the goals of the research process which also involves knowing and explaining the reality to control it and make predictions.

The collection of information and analyzing documents was as followed (check Appendix 1 to have a look on the complete timetable and schedule of the research).

In the first and second sessions the MI approach was taught to students so as to become familiarized with it. This took place on the last twenty minutes of each session.

In the third session students were asked to write the “pre-task” on the topic that was previously mentioned. This took place on the last 20 minutes of the session. It did not affect with the progress of the course since precautions were taken.

In the fourth session students were given back their pre-tasks with their feedback. At this moment students work on their own to find out what their mistakes were.

In session number six students were asked to write a second piece of writing to keep monitoring their progress with the use of MI approach. In the next session students were given back their writings.

In session eleven students were given their post-task so as to check their progress. MI approach are reminded with activities that were done. First, students reflect on their own mistakes and then work on peer correction while the teacher monitors carefully to clarify any doubts.

In session sixteen students mentioned the faculties where they study. In the next session an exam was applied where students were evaluated not only their writing skills but also their listening and reading. (Annex 12)

Students attended the last session, number eighteen, so as to get their final feedback on everything. For a more detailed description of this process go to appendix 1. All the

activities took place in the last twenty minutes of each session. To check the lesson plans got to appendix students not only improve their writing skills in terms of grammar, vocabulary and spelling in their pre and post-tasks but also in every writing activity presented in class.

Students in the experimental group were exposed to a wide range of exercises between the pre and post test. These tests were not the only ones which were applied so as to make an impact on students' development. Additionally, students were assigned to do some writing which were slightly changed from the book since the idea was to add difference to the writing tasks.

6.1. Timetable of activities. This chart was made because it is a useful tool to check the coherence and development with the work. It is relevant to show that the information included in the chart and the rubrics for assessing writing had been reviewed by three professionals from USIL who are educators and investigators. As a matter of fact, they contributed a lot during this research. They are: Dr. Hugo Montes de Oca, Dr. Alejandro Cruzata and Dr. Matthew Allen. This research has been worked with students from basic level (period 2017).

Table 1. Supporting Matrix

Monday	Tuesday	Wednesday	Thursday	Friday
Session 1 TEACH MI Strategy	Session 2	Session 3 PRE-TEST DRAFT	Session 4	Session 5 FEEDBACK ON THE FIRST DRAFT
Session 6 PRE-TEST	Session 7 FEEDBACK ON THE PRE TEST	Session 8	Session 9 POST TESTDRAFT	Session 10 FEEDBACK ON THE SECOND DRAFT
Session 11	Session 12 POST-TEST	Session 13	Session 14 FEEDBACK ON THE POST TEST	Session 15
Session 16 SURVEYS ON THEIR IMPRESSIONS	Session 17	Session 18 FEEDBACK		

Source: Own elaboration

Chapter 4

Analysis of results

1. Introductory statement

In order to find out whether there were any differences between pre-test and post-test scores within the same group, paired samples t-test was applied on essay scores for two groups separately. In addition, in order to find out whether there were any differences between the post test scores of experimental and control groups, independent samples t-test was applied on the post-test scores of both groups. The findings were interpreted within the framework of the researcher's observations and the interviews conducted with the students.

2. Interpretation of results

Table 2. The descriptive Statistics for Pre-test and Post-test scores on writing

Test	Group	N	Mean	Std. Deviation	Std. Error mean
Writing pre-test	Experimental group	25	31.48	6.20	1.24
	Control group	25	30.40	9.34	1.86
Writing post-test	Experimental group	25	51.80	16.00	3.20
	Control group	25	31.20	8.69	1.73

Source: Own elaboration

When the descriptive statistics presented in the Table 1 are investigated, it can be seen that the writing scores of the control and experimental groups were similar at the beginning of the research study.

Table 3. Independent samples t-test results on pre-test scores of both groups

Group	Mean	Std. Deviation	t	df	p
Experimental	51.80	16.00	0.481	48	0.63
Control	31.20	8.69			

Source: Own elaboration

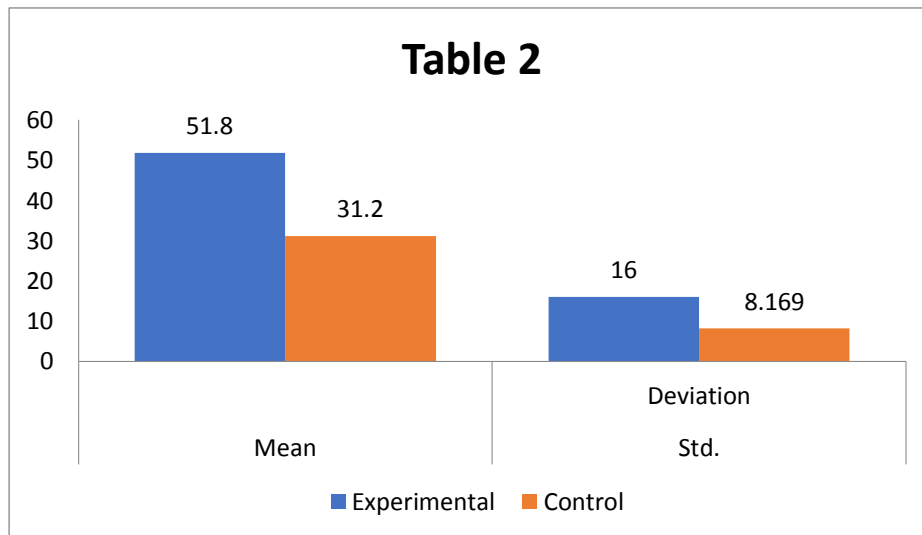


Figure 1. Independent samples t-test results on pre-test scores of both groups
Source: Own elaboration

To estimate whether the differences between pre-test scores of the students in the control and experimental groups were significant or not, independent samples t-test was applied on the pre-test scores of both groups. The results presented in Table 2 indicated that there was no significant difference between groups in terms of pre-test scores on writing ($p > .05$). Therefore, it could be concluded that the groups were similar at the beginning of the research in terms of their writing level in L2, and any differences between the two groups after the research could be attributed to the implementation of two different methods.

Before finding out whether there were any differences between two groups on their post-test scores, the pre and post test scores of each group were compared within the group itself in order to see whether the group showed any development from pre-test to the post test.

Table 4. Paired Samples t-test results for control group on pre-test and post-test scores

	N	Mean	Std. Deviation	df	t	p
Pre-writing	25	30.40	9.34	24	-1.072	.29
Post-writing	25	31.20	8.69			

Source: Own elaboration

As Table 3 is investigated, it can be seen that control group, that is the group instructed through traditional method, showed a slight improvement when the pre-test and post-test means are considered. However, this slight difference was found to be

non-significant ($p > .05$). As a result, it may be suggested that traditional way of instruction was not much effective in improving the students' L2 writing skill.

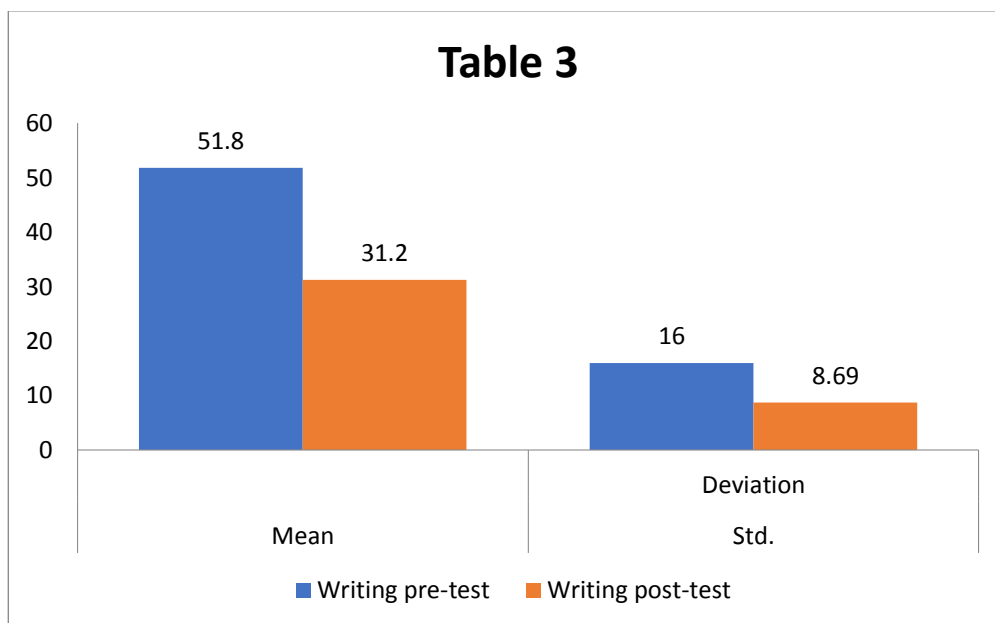


Figure 2. Paired Samples t-test results for control group on pre-test and post-test scores
Source: Own elaboration

Table 5. Paired samples t-test results for experimental group on pre-test and post-test scores

	N	Mean	Std. Deviation	df	t	p
Pre-writing	25	31.48	6.20	24	-5.97	.000
Post-writing	25	51.80	16.00			

Source: Own elaboration

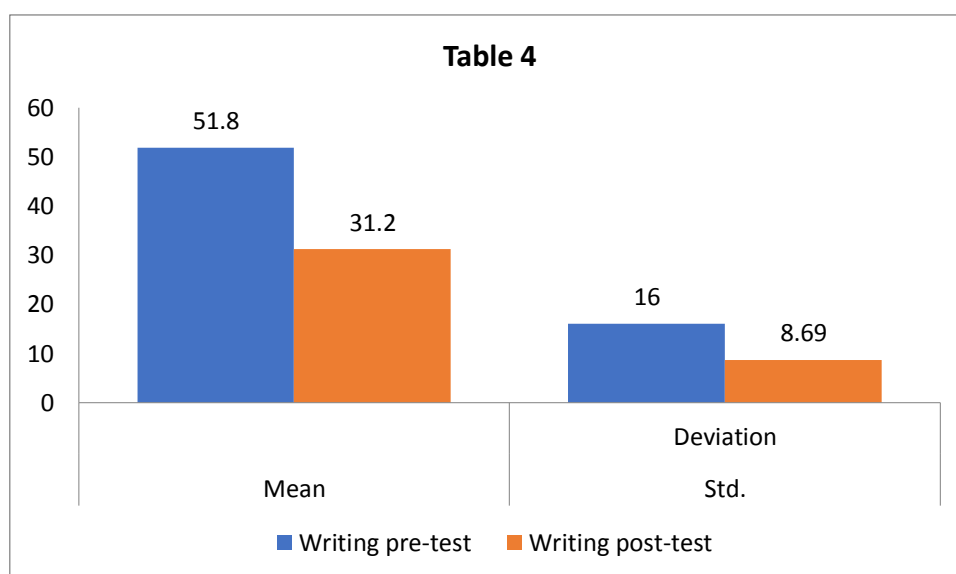


Figure 3. Paired samples t-test results for experimental group on pre-test and post-test scores
Source: Own elaboration

Along the analyses on pre-test and post-test scores of experimental groups is considered as shown in Table 4, it can be noticed that the post test scores of the experimental group were higher than the pre-test scores. Paired samples t-test analysis put forward that the difference between pre-test and post-test scores of experimental groups was significant ($p < .05$). This finding may suggest that MI activities implemented in a content-based framework were effective in helping the students to improve their writing skill, at least on a topic covered in the lessons.

As the study investigated whether there was a significant effect of the instructional types (MI-based activities and the traditional method) on writing development, independent samples t test analysis was conducted on the post-test scores of experimental and control groups. The results are given in Table 5.

Table 6. Independent samples t-test results on post-test scores of both groups

Group	Mean	Std. Deviation	t	df	p
Experimental	51.80	16.00	5.65	48	.000
Control	31.20	8.69			

Source: Own elaboration

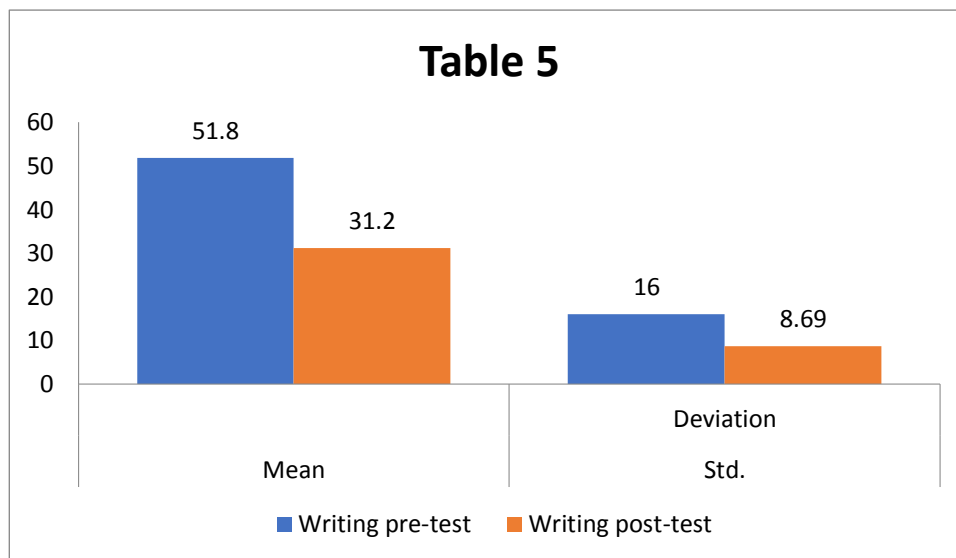


Figure 4. Independent samples t-test results on post-test scores of both groups
Source: Own elaboration

As showed in Table 5, the results put forward that there was a significant difference between the post-test scores of the control group and those of the experimental group on

writing test ($t = 5.65$, $df = 48$, $p \leq 0.00$). This suggests that there were differences between the performances of the students in the experimental group and control group after the educational treatment. When the mean scores of both groups on writing test are compared, it can be seen that this difference is in favor of the experimental group. While the means for the experimental group was 31.48 in pre-test and 51.80 on post-test, the means for the control group was 30.40 in pre-test and 31.20 on post test. Therefore, the analyses conducted on the pre and post-tests of both groups yield that MI-based activities were found to be more effective than the traditional way of instruction in enabling the sixth grade students to write in a more effective way within the framework of the present research.

When the results of the present investigation are considered within the framework of the evaluations conducted with experimental group and control group, it is possible to arrive at some inferences for the rationale behind the findings. After the implementation of the pre-test writing, some students were asked about their writing experiences and they were required to comment on the aspects that made their writing process easy or difficult. The fact that in traditional method, the students were not taught English in a context and they were required to memorize some grammar rules and vocabulary in isolation made it difficult for them to transfer their knowledge into writing. Some students suggested after doing the writing project.

“Writing projects are very important to develop our writing level.”

“By doing these tasks we learn to use verbs in the correct way.”

The participants are able to memorize the rules or the vocabulary items; however, they cannot use them within a context to deliver a meaningful message. They see English lesson as a mechanical lesson instead of seeing it as a means of communication in another language. Summer (2005) points out typical forms of instruction presents the foreign language as if it was a math lesson. The rules are given and sentences are made in accordance with these rules. However, Randle (2008) mentions such a one-way-of-instruction prevents the educators from addressing many students and instructing them English in an effective way. Randle adds that there was not adaptation in lessons instructed in traditional method, which could have enabled the educators to reach students with different intelligence profiles and motivate their desire to learn and use language. Therefore, resulted difficult for the students to develop their language skills including writing. The case was similar after the post-test writing in control group. The

participants in classroom complained about not being able to check and understand English and use it. Some of them were already convinced that they could not understand English, therefore they could not write anything. Some of them expressed their opinions in Spanish which is their mother tongue in a friendly meeting, participants weren't able to find the tools to learn a language: "I don't understand anything in English lessons. I'm not so capable, I think." "I can memorize the rules, but I can easily forget them. I always mix a rule with the other one." "It is difficult to memorize words. Even if I memorize words, this time I cannot make sentences." (Annex 14)

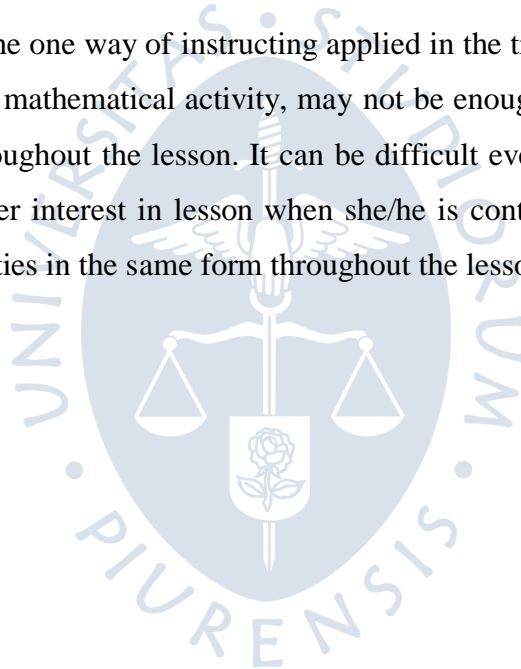
The basic reason underlying such statements may be the fact that the students had been offered English lesson always in one way although each and every student is unique and have ways of learning that are particular to them. Thorn (2016) mentions efforts that try to make the students to learn a foreign language through one or two specific ways may not be enough to embrace all the students in a classroom. The students in the experimental group were also interviewed after the implementation of MI-based activities and after the post-test writing. The students said that the lessons instructed through MI-based activities were more interesting and enjoyable for them. Therefore, they could pay attention to the lessons and learn more easily. Some students wrote: "We were involved in many activities. Some activities were very enjoyable, particularly the songs and games. I was not bored and I would like to learn English in that way (through MI based activities)." "We actually learn the same topic but we learn it in many ways, so repeat it again and again. So I don't forget it.", "I learn the meaning of words easily, because I use it again and again in games, in bricks. And I try to use words to write sentences, to prepare dynamic role plays."

The MI-based activities seemed to help the students learn and retain whatever they learn and use it when necessary. Ur (1996) states, integrating MI activities can help the students to develop the full range of their potential intelligences and ensure a deeper and a more thorough understanding of the material that is taught and as a result, it becomes easier for them to use it later. It is also clear from the statements of the students that what they learn does not remain in their books or in their notebooks. They seem to internalize what they learn instead of memorizing and forgetting in a short time. When the results of the present investigation are considered as whole, it can be concluded that MI based activities stimulated positive reflections in the participants and those activities

had positive effects on writing development of the participant within the framework of the present research.

The observations in the investigation are according what was mentioned, the students were motivated to be involved in various activities, and this motivation helped to increase learning. When an activity was finished they were in expectation of the following one instead of getting bored or uninterested in the lesson. This excitement may be related to the idea that each and every student found something appealing to him/her in the lessons conducted through MI-based activities. Summer (2005) mentions some activities may not be interesting for one student, but a visual one may grasp their attention, or musical activities may not be interesting for another, however bodily-kinesthetic activities may enliven his/her interest for the lesson.

On the other side, the one way of instructing applied in the traditional method, which is usually linguistic or mathematical activity, may not be enough to attract the attention of all the students throughout the lesson. It can be difficult even for a verbal/linguistic child not to lose his/her interest in lesson when she/he is continuously exposed to the verbal/linguistic activities in the same form throughout the lesson.





Conclusions

The present investigation was conducted to explore the effects of MI activities on writing development of the basic level students in USIL. The results of the research suggest that the experimental group instructed through MI activities showed more improvement from their pre-test to their post-test scores than the control group instructed through traditional method. When the mean scores of the both experimental and control group on post-test were considered, it was also found out that experimental group outperformed the control group. These findings suggest that MI-based activities were more effective than the traditional way of instruction in enabling the students to write in a more effective way. The basic reason for that finding can be the idea behind MI Theory, which considers each learner as a “unique” person and suggests that all students have different inclinations in the eight intelligences. As MI theory sets the basis for the use of different techniques in the classroom, educators do not limit themselves to only one way of instruction; as a result, they can reach more students through different ways. This process then can be expected to increase level of learning.

The participants’ writing scores aligned with MI approach tasks support the quantitative findings too. They found the MI-based activities more motivating, more enjoyable, and more interesting than the traditional way of teaching. This higher result can also enable to increase their interest in the lesson and internalize what they learn and use it automatically when necessary.

The findings of the study have certain implications for English language coaching, as well. As Thorn (2016) states, educators had better not try to cover everything in their lessons as this leads to superficial learning, which is easily forgotten. Instead, a thorough covering of the target stuff can lead to real learning and this can be achieved through integrating MI approach activities in classes. Different activities addressing different intelligences can enable instructing the same stuff in different ways and reaching most of the students and helping them understand the lesson. Moreover, MI theory suggests that educators make use of a larger repertoire of techniques, tools and approaches beyond the typical linguistic and logical ones. As they involve more tools and techniques, they can reach more students and this can lead to more effective education. In addition, while planning classes and lesson plans, individual differences in intelligence profiles of the students need to be taken into consideration. Instead of trying to teach everything through traditional linguistic and logical techniques, the techniques

and the approaches to be implemented in the classrooms need to be varied. This variety in techniques and tools can be expected to lead to real learning of the target stuff rather than mere memorization.

Although the present investigation is of importance in terms of the results and the implications it suggest, it has also certain limitations. Although the number of the participants was enough for the current research as it was a case study, in order to arrive at more accurate and generalizable results, similar investigations can be conducted with a larger number of participants. Another limitation can be that during the present study, only one unit was taken as a basis and the writing development was measured taking the stuff covered in that particular unit. In order to understand the effects of both MI approach activities and the traditional method on writing development in a wider perspective, the time duration of the research can be lengthened and the effects can be measured in longer time period even for this purpose was term in USIL which consists of four months . To add, in the present research a pre-test and a post-test was administered. Some other measurement tools such as writing tests requiring the students to combine sentences, write paragraphs, dialogues, another essay can also be used to collect more data on the effects of the methods implemented. Moreover, the number of the students interviewed was only ten, which can be seen enough when the total number of the participants is considered. However, in order to have a clearer picture about the attitudes of the students towards both methods, more students need to be interviewed. In addition to interviews, questionnaires, open-ended questions can also be used. Despite its limitations, this investigation can be considered one of the many steps that need to be taken in order to plan curricula taking the different intelligence profiles of the students into consideration and embrace all the students no matter how different they are from each other.

Recommendations

1. Setting out on Multiple Intelligence for composing requests students understanding of the benefits that this work brings around. So in case educators do wish to present Multiple Intelligence approaches to progress composing abilities into their lessons, it is fitting that they consider the student's interface and sees towards the execution of nontraditional writing assignments due to the truth that a few students may stand up to and not like it. Subsequently, I believe that it is vital to propel within the students a soul of adaptability and intensity in arrange to wander into the realm of the nonexistent; it'll slowly day break on them that MI for composing is useful, and they will in the long run get it the basis behind it.
2. Undoubtedly, from experience, engaging in Multiple Intelligence approaches to progress composing represents an massively time-consuming endeavor for educators. So in the event that educators in the long run choose to run Multiple Intelligence for composing work in their classes, it is exceedingly prescribed that they permit sufficient time to do it and not surge the method.
3. Since MI for writing is time expending the research found skipping certain exercises within the textbook when working on one MI for composing assignment with students. Thus, teachers got to be exceptionally careful and act reasonably as to form wise choices on what textbook tasks to miss. Other than, since there's a syllabus to take after and a last examination for students to require, teachers put the interface in students to proceed by their claim.
4. With respect to when Multiple Intelligence approaches to move forward writing is best put into practice within the classroom, it is advised to implement it within the lessons after students have as of now seen and learned a language point through direct instruction, that's , after the language introduction organize and the controlled hone organize. This way, MI approaches are utilized to strengthen recently learned language points instead of present them so that understudies can lock in within the generation arrange, in spite of the fact that, in a diverse and unique design.
5. When it comes to material arrangement, it is proposed that, at whatever point conceivable, a few incitement be displayed to the students, so we got to be beyond any doubt that there will be certain sum of planning to do at home, attempting to discover appropriate material. Tactile stimuli, especially visual, actuates the inventive process and provides the students with significant fabric to compose

approximately. The stimuli may be within the frame of colorful pictures or recordings; these stimuli incite the production of words and concepts.

6. It is additionally vital to characterize a point or points that are recognizable to most students, subjects which will not cause strain in arrange for them to get it; such things can go around the family, the work. Furthermore, students have wrapped up a commentary assignment, it is vital to approve their effort and imagination by having them report their work to their classmates; in doing so, the students will feel a sense of accomplishment. This way, learners moreover have the chance to discover out how others accomplished the same learning objective after the assignment has been assigned for them.



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Annexes





Annex 1. Timetable sessions

Day	Activity-aim Instructional	Activities and Materials	Intelligence	Content	MI approach Feedback
1	Welcome –Ice-breakers.	Some approaches are applied to create a good rapport.	Interpersonal		
2	Introduction of unit 2 The aim is to talk about video games .	Debates Pg 28-29 PPT	Linguistic	Grammar: Simple presents. Vocabulary: Games	<i>Educating through storytelling</i>
3	To express buyer's budget.	Summit 1 Pg 32-34 PPT <i>Students are asked to write about their financial goals as a lead in for the pre-test.</i>	Logical-Mathematical	Grammar: Simple past Vocabulary: Budget	<i>MI approach Socratic questioning Students submit a first draft of the pre-test.</i>
4	To describe Lego sets cost.	Summit 1 Pg 35-36-37 Lego bricks <i>The first draft of the pre-tests has been marked using the MI approach and given back to students.</i>	Spatial	Vocabulary: Nouns and adjectives to describe Lego sets cost.	<i>Ss work on their own to find out what the mistakes were.</i>
5	To express reasons for donation dramatizing, the pros and cons of donating money.	Summit 1 Pg 39-40 Gestures and dramatic expressions <i>The teacher gives back the first draft of the pre-test to students who were absent and explain what it is about.</i>	Bodily-Kinesthetic		
6	Graded Book Writing Task 1.	Summit 1 Pg 41 PPT Brainstorming for ideas. <i>The pre-test was applied. (Students are asked to write about their favourite things).</i>		Review of the learned structures and lexis.	
7	Introduction of unit 3 The goal is to comment on Music Industry fashion and style, appropriate dress and appearance	Summit 1 Pg 38-39-40 Music videos ,rap <i>The teacher gives back to students the pre-test which has been marked using the MI approach.</i>	Musical	Vocabulary: Describing appropriate dressing Grammar: Quantifiers	<i>MI approach is reminded. The students work on their own to find out what the mistakes were. They work on self correction while the teacher monitors carefully to clarify any doubts.</i>
8	To comment on video games industry.	Summit 1 Pg 41-42-43 PPT <i>Students are asked to write about their impressions on video games industry comparing games nowadays and in the past or comparing their own games with someone they know well as a draft for the post-test.</i>	Interpersonal	Vocabulary: Adjectives to describe videos games industry	

Day	Activity-aim Instructional	Activities and Materials	Intelligence	Content	MI approach Feedback
9	To evaluate and discuss ways to change one's appearance.	Summit 1 Pg 44-45-46 Self-checking materials <i>The students are given back the draft of the post-test.</i>	Intrapersonal	Vocabulary: Hair styles for men.	<i>The students work on their own to find out what the mistakes were. They work on self-correction while the teacher monitors carefully to clarify any doubts.</i>
10	To discuss world pollution	Summit 1 PPT world map Pg. 47-49	Naturalist	Vocabulary: Using words related to pollution	
11	Graded Book Writing Task 2	Summit 1 Pg. 48 PPT Brainstorming for ideas. <i>The post-test was applied. (Comparing fashion nowadays and in the past or comparing their own fashion style with someone they know well).</i>	Interpersonal	Review of the learned structures and lexis.	
12	Introduction of unit 4 The goal is to talk about urban and rural areas, population and the concept of community.	Summit 1 Pg. 50-51 PPT <i>The teacher gives back to students the post-test which has been marked using the metalinguistic codes.</i>	Linguistic	Vocabulary: Words related to population.	<i>MI approach is reminded. First, students reflect on their own mistakes and then work on peer correction while the teacher monitors carefully to clarify any doubts.</i>
13	To politely ask someone not to do something.	Summit 1 Pg- 52-53 Romantic songs	Logical-Mathematical	Grammar: Possessives with Vocabulary	
14	To complain about traffic	Summit 1 Pg. 54-55 Lego figures	Spatial	Grammar: First conditional	
15	To discuss social responsibility	Summit 1 Pg. 56-57-58 Dynamics performances	Bodily-Kinesthetic	Vocabulary: Community service	
16	To identify urban problems	Summit 1 Pg. 59-60-61 Songs <i>Students took a final check on MI approach feedback.</i>	Musical	Song lyrics of complaints	
17	Final Evaluation	The final exam evaluates different skills, listening, writing and command of language			
18	Feedback	Students were given their final results			

Annex 2. USIL Center for languages rubrics for assessing writing

EDITING SYMBOLS

Symbol	Meaning	Incorrect	Correct
P	Punctuation	I live ^P work, and go to school in Walnut.	I live, work, and go to school in Walnut.
C	Capitalization Needed	The dodgers play in los angeles.	The Dodgers play in Los Angeles.
VT	Verb Tense	I never ^{VT} work as a cashier until I got a job there.	I never worked as a cashier until I got the job there.
SV	Subject-verb Agreement	The manager ^{SV} work hard.	The manager works* hard. *This is just one correct tense that can be used. Depending on the time of the action, conjugate accordingly.
TS	Tense Shift	After I went to the store, I ^{TS} eat the ice cream I bought.	After I went to the store, I ate the ice cream I bought.
⌢	Close Space	Every ⌢one works hard.	Everyone works hard.
#	Space Needed	Going [#] to class is awesome.	Going to class is awesome.
	Spelling	The <u>maneger</u> is a woman.	The manager is a woman.
		<u>Apple</u> are the most nutritious fruit.	Apples are the most nutritious fruit.
Ø	Unnecessary Word	The student she studies all the time.	The student studies all the time.
^	Missing Word	Please don't [^] me that question anymore.	Please don't ask me that question anymore.



WF	Wrong Word Form	Her voice is ^{WF} <u>delighted</u> .	Her voice is delightful.
WW	Wrong Word	The food is delicious. ^{WW} <u>Besides</u> , the restaurant is always crowded. The apple is ^{WW} <u>delighted</u> .	The food is delicious. Therefore, the restaurant is always crowded. The apple is delicious.
WO	Wrong Word Order	Friday ^{WO} <u>always is</u> our busiest day.	Friday is always our busiest day.
PN	Pronoun Reference Error	The restaurant's specialty is fish. ^{PN} <u>They</u> are always fresh.	The restaurant's specialty is fish. It is always fresh.
RO	Run-on (Fused Sentence)	Lily is hardworking ^{RO} <u>she is</u> employee of the month.	Lily is hardworking, so she is employee of the month. OR Lily is hardworking; therefore, she is employee of the month. OR Because Lily is a hard worker, she is employee of the month. OR Lily is employee of the month because she is a hard worker.
CS	Comma Splice	Lily is a hard worker ^{CS} <u>she is</u> employee of the month.	Same as above run-on corrections
Frag.	Fragment	She was selected. ^{Frag.} <u>Because she sets a good example.</u>	She was selected because she sets a good example.
T	Transition Needed	Mt. SAC has many great services. ^T <u>The Writing Center helps students improve their writing.</u>	Mt. SAC has many great services. For example, the Writing Center helps students improve their writing.

Annex 3. Rubrics for Assessing Writing



CATEGORY	5marks	4marks	3marks	2marks	1mark	0marks
TASK COMPLETION	<p>All requested information is kept in a logical sequence</p> <p>There is one clear, well-focused topic.</p>	<p>One section is missing.</p> <p>One piece of information is not kept in a logical sequence.</p>	<p>Two</p> <p>Two are not kept in a logical sequence.</p>	<p>Three</p> <p>Three are not kept in a logical sequence.</p>	<p>Four</p> <p>Four are not kept in a logical sequence.</p>	<p>Four or more sections are missing. Student did not do the task as requested.</p> <p>Information is not kept in a logical sequence.</p>
LANGUAGE AND VOCABULARY	<p>Correct use of structures and a good range of vocabulary according to the level.</p>	<p>One to three grammar problems.</p> <p>Although they do not impede communication.</p> <p>One to three vocabulary mistakes.</p>	<p>Three to five grammar of them break down communication.</p> <p>Three to five vocabulary mistakes.</p>	<p>More than five</p> <p>Limited use of vocabulary for the task.</p>	<p>Sentences are incomplete.</p> <p>Little use of vocabulary for the task.</p>	<p>Almost no use of vocabulary for the level</p>
LAYOUT AND LENGTH	<p>Complies with all the requirements for the type of text.</p> <p>Appropriate</p>	<p>Satisfactorily complies with almost all the requirements for the type of text.</p> <p>Appropriate</p>	<p>Complies with almost all the requirements for the type of text.</p> <p>Some information is not in the required format.</p> <p>Appropriate</p>	<p>Complies with some of the requirements for the type of text.</p> <p>Some information is not in the required format.</p> <p>Too many or too few words</p>	<p>Complies with few of the requirements for the type of text.</p> <p>Information is not in the required format</p> <p>Too many or too few words</p>	<p>Doesn't comply with less than 75% of the requirements for the type of text.</p>
MECHANIC	<p>No spelling or punctuation errors.</p> <p>Good use of connectors.</p>	<p>One spelling or punctuation error.</p> <p>Many connectors are used.</p>	<p>Two spelling or punctuation errors. Some connectors are used</p>	<p>Three to four spelling or spelling or punctuation errors. A few connectors are used.</p>	<p>Four to five spelling or punctuation errors. Limited use of connectors.</p>	<p>More than five spelling or punctuation errors.</p> <p>No use of connectors.</p>



CATEGORY	Task completion (4 PTS)	Language and Vocabulary (5 PTS)	Lay out and Length (4 PTS)	Mechanics (5 PTS)	Brainstorming (2 PTS)	TOTAL
SCORE						
COMMENTS						





**Annex 4. USIL Center for languages rubrics for B1 assessing writing General
Sample Results from Grade book 2017**

36%	of students are in level	Below average
48%	of students are in level	Regular.
16%	of students are in level	Good.




Annex 5. International Table Desigend for Language Learning (SAMPLE)

Common Reference Levels: global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Annex 6. USIL 2017 Lesson Plan design



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SAN IGNACIO
DE LOYOLA

DISEÑO DE LA SESIÓN DE APRENDIZAJE

FACULTAD:	AREA DE IDIOMAS	CARRERA :	IDIOMAS-INGLES	
DOCENTE.	JAZMIN BERNAL	CURSO:	INGLÉS II	
CICLO/ SECCIÓN	FC-PREID02AB1M	WEEK/SESSION	Week 2 - Unit 7C	
RESULTADO DE APRENDIZAJE DEL CURSO	Se desenvuelve en situaciones estructuradas, expresando algunas ideas simples en forma oral y escrita, que le permiten mejorar su desempeño personal y profesional.			
RESULTADO ESPECÍFICO	Participa en intercambios sociales sencillos preguntando y respondiendo en inglés en forma oral sobre temas rutinarios, de su entorno y de interés general.			
LOGRO ESPERADO	Create a conversation to buy things at the department store employing useful phrases and vocabulary in context.			
HORAS PRESENCIALES(AP):	2hrs	HORAS AUTÓNOMAS(AA):	2hrs	TIEMPO
ACTIVIDADES DE APRENDIZAJE				AP
CONTEXTUALIZACIÓN				
<p>T asks Ss to name/list shops they have previously checked - pair work/groups of three. (1)</p> <p>Ss write the names of the shops on the board and complete the diagram. (2)</p> <p>T shows vocabulary - PPT, and make students pronounce them correctly. T points out syllable stress (Act 1a - p.60 & p.142)</p> <p>Ss work in pairs and think of two things they can buy or do in each place - T monitors the class (Act 1b - p.60)</p> <p>Ss work in groups of three and discuss about shopping, then T asks for volunteers to paraphrase what the others have said.</p> <p>Ss check some more vocabulary - things to buy (Act 3a - p.60 & p.143) and think of two places where they can buy those things.</p>				30'
CONSTRUCCIÓN				
<p>Ss watch a video and answer a few questions about Paul and Clare (Act 4 - p.60), then compare answers in pairs.</p> <p>Ss go over new vocabulary by inferring meaning from context - T monitors this activity. Then, Ss put sentences in order. (Act 5a & b - p.60)</p> <p>Ss check what customers usually say by doing a gap filling exercise and rehearsing a conversation (Act 6a - p.61).</p> <p>T clears up any doubt Ss may have and encourages them to make up their own ones.</p> <p>Ss write a conversation in a department store and practice it orally - T monitors the class and check pronunciation.</p>				40'
CIERRE				
<p>Ss act out their conversations in front of the class - T asks for volunteers.</p> <p>T keeps a record of students' mistakes and writes them down on the board in order for students to check them.</p> <p>T asks Ss what they've learned during the class.</p> <p>Autonomous learning: Self-study DVD 7C</p> <p>Online campus: Week 2 exercises</p> <p>Homework: Workbook 7C & *A worksheet related to the following class (Unit 7D).</p>				30'

Annex 7. Writing projects sample about games Reading and writing from workbook

Writing workshop

VIDEOGAMES



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- Do you like videogames?
- How often do you play videogames?
- Do you play on the computer, on a games console or on the mobile phone/tablet?



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Workbook p.66 – R&W Portfolio 2

- Read texts 1 -3 and match photos A-C.
- Read the texts again. Answer the questions.



TASK



- ☐ Write a **paragraph** about **video games**
(Reading & Writing portfolio 2- WB 66-67)
- ☐ Write about **50 words**. (45-55 words)
- ☐ Consider the structure of a paragraph:
 - Topic sentence
 - Three supporting sentences.
 - Concluding sentence.
- ☐ Include what it is, how old, colour, use adjectives, things it has got and other information.
- ☐ Use capital letters and punctuation.
- ☐ Read and check for mistakes.

Reading and Writing Portfolio 2

Help with Writing Punctuation

4 a) Notice how we use punctuation.

- We use a full stop (.) at the end of a sentence: *My favourite thing is my car.*
- We use a question mark (?) at the end of a question: *What's my favourite thing?*
- We use an exclamation mark (!) at the end of a surprising sentence: *It's mine!*
- We use commas (,) for lists: *It's got games, email, the Internet...*
- We use apostrophes (') for contractions: *I've = I have, etc.* *I've got a Nokia.*
- We also use apostrophes (') for possessive: *It's = it is, my cousin's dog.*

b) Look again at Michelle's text in 7a).
Underline all the punctuation.

5 Write these sentences with the correct punctuation.

- 1 This isn't my sister's coat.
This isn't my sister's coat.
- 2 Have you got Susan's personal stereo?

- 3 Rob hasn't got any brothers or sisters.

- 4 Sarah's got a CD player and 100,000 CDs.

- 5 I've got Jenny's car but I haven't got the keys.

- 6 My sisters got a camera a mobile phone a DVD player and a new BMW.

- 7 My brothers' friends aren't very nice.

6 Read about Anthony's favourite thing. Then write the text with the correct capital letters and punctuation.



my favourite thing is my new laptop. i think its beautiful its very fast and its also very easy to use its got a dvd player email music lots of games and the internet my computers very important to me and i love it

My favourite thing is my new laptop.

7 a) Fill in the table about your favourite thing.

What is it?

how old

colour

adjectives (new, fast, etc.)

things it has got

other information

b) Write about your favourite thing.

- Use the information from the table in 7a)
- Use capital letters and punctuation.
- Read and check for mistakes.
- Give your description to your teacher next class.

Tick the things you can do in English in the Reading and Writing Progress Portfolio p88.

Annex 8. Multiple intelligence checklist for interview and teacher reflections

Multiple Intelligences Checklist

Name _____

Check items that apply:

Linguistic Intelligence

- ☐ Writes better than average for age
- ☐ Spins tall tales or tells jokes and stories
- ☐ Has a good memory for names, places, dates, or trivia
- ☐ Enjoys word games
- ☐ Enjoys reading books
- ☐ Spells words accurately (or if preschool, does developmental spelling that is advanced for age)
- ☐ Appreciates nonsense rhymes, puns, tongue twisters
- ☐ Enjoys listening to the spoken word (stories, commentary on the radio, talking books)
- ☐ Has a good vocabulary for age
- ☐ Communicates to others in a highly verbal way

Other Linguistic Abilities:

Logical-Mathematical Intelligence

- ☐ Asks a lot of questions about how things work
- ☐ Enjoys working or playing with numbers
- ☐ Enjoys math class (or if preschool, enjoys counting and doing other things with numbers)
- ☐ Finds math and computer games interesting (or if no exposure to computers, enjoys other math or science games)
- ☐ Enjoys playing chess, checkers, or other strategy games
- ☐ Enjoys working on logic puzzles or brainteasers (or if preschool, enjoys hearing logical nonsense)
- ☐ Enjoys putting things in categories, hierarchies, or other logical patterns
- ☐ Likes to do experiments in science class or in free play
- ☐ Shows interest in science-related subjects
- ☐ Does well on Piagetian-type assessments of logical thinking

Other Logical-Mathematical Abilities:

Multiple Intelligences Checklist (continued)**Spatial Intelligence**

- ☐ Reports clear visual images
- ☐ Reads maps, charts, and diagrams more easily than text (or if preschool, enjoys looking at more than text)
- ☐ Daydreams a lot
- ☐ Enjoys art activities
- ☐ Is good at drawings
- ☐ Likes to view movies, slides, or other visual presentations
- ☐ Enjoys doing puzzles, mazes, or similar visual activities
- ☐ Builds interesting three-dimensional constructions (e.g., Lego buildings)
- ☐ Gets more out of pictures than words while reading
- ☐ Doodles on workbooks, worksheets, or other materials

Other Spatial Abilities:**Bodily-Kinesthetic Intelligence**

- ☐ Excels in one or more sports (or if preschool, shows physical prowess advanced for age)
- ☐ Moves, twitches, taps, or fidgets while seated for a long time in one spot
- ☐ Cleverly mimics other people's gestures or mannerisms
- ☐ Loves to take things apart and put them back together again
- ☐ Puts his/her hands all over something he/she's just seen
- ☐ Enjoys running, jumping, wrestling, or similar activities (or if older, will show these interests in a more "restrained" way—e.g., running to class, jumping over a chair)
- ☐ Shows skill in a craft (e.g., woodworking, sewing, mechanics) or good fine-motor coordination in other ways
- ☐ Has a dramatic way of expressing herself/himself
- ☐ Reports different physical sensations while thinking or working
- ☐ Enjoys working with clay or other tactile experiences (e.g., finger painting)

Other Bodily-Kinesthetic Abilities:

Musical Intelligence

- ☐ Tells you when music sounds off-key or disturbing in some other way
- ☐ Remembers melodies of songs
- ☐ Has a good singing voice
- ☐ Plays a musical instrument or sings in a choir or other group (or if preschool, enjoys playing percussion instruments and/or singing in a group)
- ☐ Has a rhythmic way of speaking or moving
- ☐ Unconsciously hums to himself/herself
- ☐ Taps rhythmically on the table or desk as he/she works
- ☐ Is sensitive to environmental noises (e.g., rain on the roof)
- ☐ Responds favorably when a piece of music is put on
- ☐ Sings songs that he/she has learned outside of the classroom

Other Musical Abilities:**Interpersonal Intelligence**

- ☐ Enjoys socializing with peers
- ☐ Seems to be a natural leader
- ☐ Gives advice to friends who have problems
- ☐ Seems to be street-smart
- ☐ Belongs to clubs, committees, organizations, or informal peer groups
- ☐ Enjoys informally teaching other kids
- ☐ Likes to play games with other kids
- ☐ Has two or more close friends
- ☐ Has a good sense of empathy or concern for others
- ☐ Is sought out for company by others

Other Interpersonal Abilities:

Multiple Intelligences Checklist (continued)

Intrapersonal Intelligence

- ☐ Displays a sense of independence or a strong will
- ☐ Has a realistic sense of his/her abilities and weaknesses
- ☐ Does well when left alone to play or study
- ☐ Marches to the beat of a different drummer in his/her style of living and learning
- ☐ Has an interest or hobby that he/she doesn't talk much about
- ☐ Has a good sense of self-direction
- ☐ Prefers working alone to working with others
- ☐ Accurately expresses how he/she is feeling
- ☐ Is able to learn from his/her failures and successes in life
- ☐ Has good self-esteem

Other Intrapersonal Abilities:

Naturalist Intelligence

- ☐ Talks a lot about favorite pets, or preferred spots in nature, during class sharing
- ☐ Likes field trips in nature, to the zoo, or to a natural history museum
- ☐ Shows sensitivity to natural formations (e.g., while walking outside with the class, will notice mountains, clouds; or if in an urban environment, may show this ability in sensitivity to popular culture "formations" such as sneakers or automobile styles)
- ☐ Likes to water and tend to the plants in the classroom
- ☐ Likes to hang around the gerbil cage, the aquarium, or the terrarium in class
- ☐ Gets excited when studying about ecology, nature, plants, or animals
- ☐ Speaks out in class for the rights of animals or the preservation of planet earth
- ☐ Enjoys doing nature projects, such as bird watching, collecting butterflies or insects, studying trees, or raising animals
- ☐ Brings to school bugs, flowers, leaves, or other natural things to share with classmates or teachers
- ☐ Does well in topics at school that involve living systems (e.g., biological topics in science, environmental issues in social studies)

Other Naturalist Abilities:

Reflection with professors after the Multiple Intelligence Checklist interview

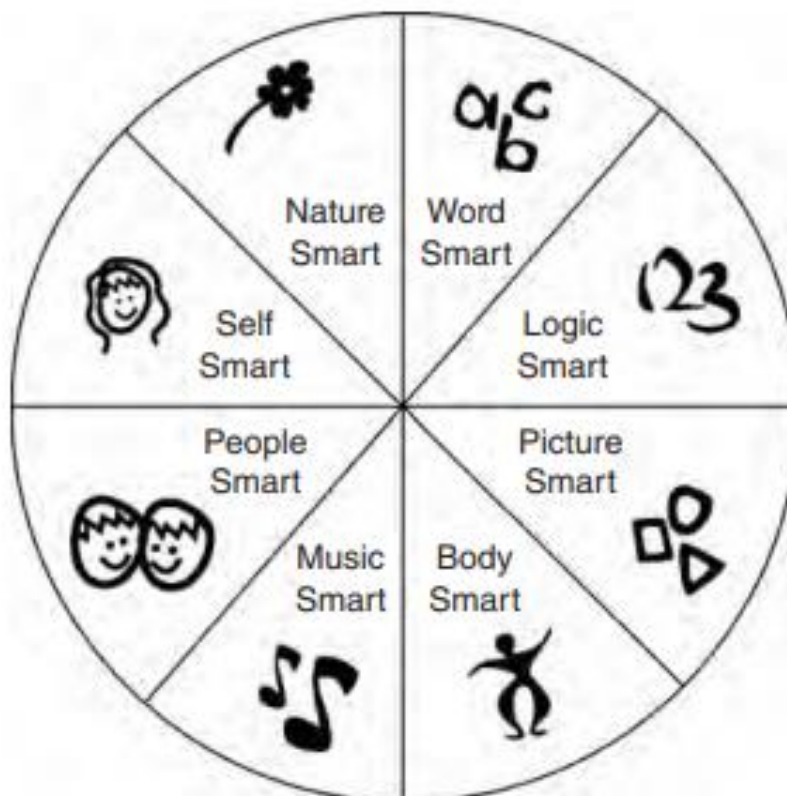


“I found it very powerful to use in my classes”

Eddye Flores



“This MI research helped us a lot to improve our teaching in a significant form.”

Annex 9. Multiple Intelligence cake

Annex 10. (Pre - test) Write an article about video games



WRITING TEST 1

SCORE

Name : _____ **Date :** _____

Teacher : _____ **Semester : Semester 2017-2**

Course : ENGLISH II

WRITE ABOUT VIDEO GAMES . USE SIMPLE PRESENT AND VOCABULARY LEARNED IN LESSON. FOLLOW THE BRAIM STORM OUTLINE (BACKSIDE) (MAX. 50 WORDS EACH)

[illegible]



BRAINSTORM - OUTLINE

BODY PARAGRAPHS

 BP= Body paragraph / MI= Main idea / SP = Supporting point /
D = Detail

BP1 {

- MI1 _____
- SP1 _____
- D1 _____
- SP2 _____
- D2 _____

BP2 {

- MI1 _____
- SP1 _____
- D1 _____
- SP2 _____
- D2 _____

BP3 {

- MI1 _____
- SP1 _____
- D1 _____
- SP2 _____
- D2 _____

CATEGORY	Task completion (4 PTS)	Language and Vocabulary (5 PTS)	Lay out and Length (4 PTS)	Mechanics (5 PTS)	Brainstorming (2 PTS)	TOTAL
SCORE						
COMMENTS						

First, the teenagers play video games may actually make you smarter because the languages of the games is in english, also the brain work more because it is alert.

Second, it can probably increase your memory capacity, because the brain is very concentrated, your brain increase your memory capacity. and exist plays of memory an ability, when you play this games your memory is very capacitated.

Finally, help you develop multitasking skills, learn different things, depend on of game and starts like different skills, also depend your capacity.

BRAINSTORM - OUTLINE

BODY PARAGRAPHS

BP= Body paragraph / MI= Main idea / SP = Supporting point /
D = Detail

- BP1 {
- MI1 Actually make you smarter
 - SP1 Learning new ~~languages~~
 - D1 All games talking or writing in english
 - SP2 The brain work more ———?
 - D2 When the people play, the brain always is alert
- BP2 {
- MI1 Increase your memory capacity
 - SP1 The brain is very concentrated
 - D1 This ~~game~~ increase your memory capacity.
 - SP2 Exist plays of memory and hability
 - D2 Playing this games your memory is more capated.
- BP3 {
- MI1 Help you develop multitasking skills
 - SP1 Learn differents things
 - D1 Depend ~~on~~ Kind of game
 - SP2 Starts like differents skills.
 - D2 Depend of ~~the~~ capacity.

CATEGORY	Task completion (4 PTS)	Language and Vocabulary (5 PTS)	Layout and Length (4 PTS)	Mechanics (5 PTS)	Brainstorming (2 PTS)	TOTAL
SCORE	1	2	1	1	1	6
COMMENTS	need to order some games review and results					

First, the videogames makes your smarter because now the videogames is a surprise for players and you can win the new levels, the players play until they had win because they need new levels. the videogame now are very quickly and you must be connecting for the game.

Second, increasing memory capacity, the levels in video

Third, develop multitasking skills, the videogames has other languages and you can play with players other countries. the game is a skills because the player must win all game for be satisfied with himself.

BRAINSTORM - OUTLINE

BODY PARAGRAPHS

BP= Body paragraph / MI= Main idea / SP = Supporting point /
D = Detail

BP1 { MI1 Make you smarter
 SP1 the videogame is a surprise.
 D1 you can win the game for new levels
 SP2 the videogames move are very quickly
 D2 you must be connecting for the videogame

BP2 { MI1 Increase memory capacity
 SP1 the levels in videogame are interesting
 D1 you found new ways of create strategies
 SP2 the video game has
 D2 _____

BP3 { MI1 Develop multitasking skills
 SP1 the videogame has other languages
 D1 You can play with players around
 SP2 the game is a skill
 D2 the player must win all games

CATEGORY	Task completion (4 PTS)	Language and Vocabulary (5 PTS)	Layout and Length (4 PTS)	Mechanics (5 PTS)	Brainstorming (2 PTS)	TOTAL
SCORE	2	2	2	1	1	8
COMMENTS	use machine and grammar to improve texts					

Nowadays, a lot of teenagers play video games increasingly in the world because of technology advance.

Video games help a lot of people to be more creative and more intelligent.

In the end, video games ^{can} develop a lot of in each teenagers, whereas this don't much help in at university.

BRAINSTORM - OUTLINE

BODY PARAGRAPHS

BP= Body paragraph / MI= Main idea / SP = Supporting point /
D = Detail

BP1 { MI1 Help to think more fast.
SP1 do the best Homework
D1 Interactive in the foster
SP2 give the most Opinion
D2 have the best bussines

BP2 { MI1 Have more opportunity of job
SP1 Travel around world
D1 win a lot of money
SP2 Give conferences
D2 found a lot of work

BP3 { MI1 increasingly be the best in the world
SP1 know a lot of countrys
D1 be the best bussinesman
SP2 Have malls in places diferents
D2 can you help

CATEGORY	Task completion (4 PTS)	Language and Vocabulary (5 PTS)	Layout and Length (4 PTS)	Mechanics (5 PTS)	Brainstorming (2 PTS)	TOTAL
SCORE	2	2	2	2	1	9
COMMENTS	need to check grammar and vocabulary					

Annex 11. (Post - test) Write an article about video games industry



WRITING TEST 2

SCORE

Name : _____ **Date :** _____

Teacher : _____ **Semester : Semester 2017-2**

Course : ENGLISH II

WRITE ABOUT VIDEO GAMES INDUSTRY . USE SIMPLE PRESENT AND VOCABULARY LEARNED IN LESSON. FOLLOW THE BRAIM STORM OUTLINE (BACKSIDE) (MAX. 50 WORDS EACH)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Contrary to popular belief, video gaming can enhance multiple cognitive skills such as better allocation of attention, visual processing, memory reasoning and perception. The positive effects of violent games included improvement in a player's capability of thinking in different dimension, just the way some academic courses do.

(On the other hand, video games can aid teens in developing problem-solving skill because while playing strategic video games like role-plays, young adolescents get better at solving problems. The positive effect depend on the games that the teenagers choose to play violent and sexually explicit games are more negative than positive.

The action video games prepares the gamers to make smart decisions in split seconds. Also, they need acute attention to cope with unexpected changes in the game. Even online gaming improves the movement of hand with the mouse and keyboard. They learn to use the shortcut functions on the keyboard and give quick responses.

BRAINSTORM - OUTLINE

BODY PARAGRAPHS

BP= Body paragraph / MI= Main idea / SP = Supporting point /
D = Detail

- BP1
- MI1 Improves cognitive function
 - SP1 Capability of thinking ✓
 - D1 Quickly and efficiently in different dimensions
 - SP2 Enhance multiple cognitive
 - D2 As better allocation of attention, visual processing, memory

- BP2
- MI1 Promote the theory of incremental intelligence
 - SP1 Develops skills ✓
 - D1 Playing strategic video games like role - plays
 - SP2 Violent and sexually explicit games are negative
 - D2 A causal risk factor for increased aggressive behavior

- BP3
- MI1 Work on dexterity
 - SP1 Quick thinking
 - D1 Online gaming improves the movement of hand with the mouse and keyboard
 - SP2 Accuracy in the handling of games
 - D2 Video games prepares the gamers to make smart decisions

CATEGORY	Task completion (4 PTS)	Language and Vocabulary (5 PTS)	Layout and Length (4 PTS)	Mechanics (5 PTS)	Brainstorming (2 PTS)	TOTAL
SCORE	4	5	3	5	2	19
COMMENTS	Out done !. Keep on like this.					

to start with the some benefits, the cognitive skills are very development when you play a videogame. For example the attacks of the other team and how go on with the game for be a winner.

After this, the memory capacity for learn the names of all the members in the game, every thing and strategie in the differents levels increase your range of memory.

Lastly, you don't know but in the moment you are a multitasking person for develop all the abilities in a short time, while more practice more options to be faster.

BRAINSTORM - OUTLINE

BODY PARAGRAPHS

BP= Body paragraph / MI= Main idea / SP = Supporting point /
D = Detail

- BP1 { MI1 Improve intelligence
 SP1 favors the areas responsible of cognitive tasks
 D1 players improved the performance in terms of speed and strategies
 SP2 Also favor eye-hand.
 D2 Providing the

- BP2 { MI1 Increase your memory capacity
 SP1 user who played increased their gray matter in the hippocampus.
 D1 Promotes long-term memory and
 SP2 And improving the capacity the volunteers.
 D2

- BP3 { MI1 Develop multitasking skills.
 SP1 Improving concentration skills
 D1 In different tasks at the same time.
 SP2 Recognize people in a crowd
 D2

CATEGORY	Task completion (4 PTS)	Language and Vocabulary (5 PTS)	Layout and Length (4 PTS)	Mechanics (5 PTS)	Brainstorming (2 PTS)	TOTAL
SCORE	3	4	3	4	2	16
COMMENTS	Good job! Great response					

Improve intelligence, favors the areas responsible of cognitive tasks. For example Starcraft is a game that improved the performance in terms of speed and strategies. Also favor the skill hand-eye coordination (Fine motor skill).

Increase your memory capacity, A report argued that users who played increased their gray matter in the hippocampus. Promotes long-term memory, improving the retention capacity.

Develop multitasking skills improving concentration skills in different tasks at the same time. Improve the recognize capacity, (if) you can recognize people in a crowd.

BRAINSTORM - OUTLINE

BODY PARAGRAPHS

BP= Body paragraph / MI= Main idea / SP = Supporting point /
D = Detail

BP1 { MI1 make you smarter
SP1 cognitive skills
D1 attacks of the games
SP2 example
D2

BP2 { MI1 memory capacity
SP1 more capacity of memory
D1 names of the members
SP2 example
D2

BP3 { MI1 Develop multitasking skills
SP1 Intelligence
D1 more faster
SP2 example
D2

CATEGORY	Task completion (4 PTS)	Language and Vocabulary (5 PTS)	Layout and Length (4 PTS)	Mechanics (5 PTS)	Brainstorming (2 PTS)	TOTAL
SCORE	3	4	3	4	2	16
COMMENTS	Good Improvement. You are in a good way					

Annex12. Sample list of participants from USIL faculties

UNIVERSIDAD SAN IGNACIO DE LOYOLA S.A.
USIL - CARRERAS UNIVERSITARIAS

CODIGO UNICO DE EXAMEN X CURSO - BLOQUE**2017-02**

Estado : Digitado

Bloque : FC-PREIDI05D1N

Curso : ENGLISH II

Nro	CUE	Alumno	Carrera	Est. Alu.	Est. Curso	Tipo Examen
1	025103		INTER. BUSINESS	Act.	Act.	Examen Parcial
2	032486		ECON. Y FINANZ.	Act.	Act.	Examen Parcial
3	041229		ING. CIVIL	Act.	Act.	Examen Parcial
4	008828		ADMINISTRACION	Act.	Act.	Examen Parcial
5	057643		ING. EMPRESARI	Act.	Act.	Examen Parcial
6	011702		ECO. NEG. INTER	Act.	Act.	Examen Parcial
7	050353		ADMINISTRACION	Act.	Act.	Examen Parcial
8	016164		ING. EMPRESARI	Act.	Act.	Examen Parcial
9	036225		ADM. TURISMO	Act.	Act.	Examen Parcial
10	049879		RELAC. INTERNA	Act.	Act.	Examen Parcial
11	000168		ARTE CULINARIO	Act.	Act.	Examen Parcial
12	028936		ADM. TURISMO	Act.	Act.	Examen Parcial
13	050283		ING. CIVIL	Act.	Act.	Examen Parcial
14	016836		INTER. BUSINESS	Act.	Act.	Examen Parcial
15	005100		INTER. BUSINESS	Act.	Act.	Examen Parcial
16	050357		ECON. Y FINANZ.	Act.	Act.	Examen Parcial
17	030747		ADMINISTRACION	Act.	Act.	Examen Parcial
18	009530		ADMINISTRACION	Act.	Act.	Examen Parcial
19	026336		ARQUITECTURA	Act.	Act.	Examen Parcial
20	015893		ING. IND. Y COM	Act.	Act.	Examen Parcial
21	033018		COMUNICACIONE	Act.	Act.	Examen Parcial
22	057766		MARKETING	Act.	Act.	Examen Parcial
23	021800		COMUNICACIONE	Act.	Act.	Examen Parcial
24	055836		RELAC. INTERNA	Act.	Act.	Examen Parcial
25	017535		ADMINISTRACION	Act.	Act.	Examen Parcial

Total de Pruebas : 24

Total de Anulados : 0

Total de Ausentes : 1

Annex 13. Examples of the Eight Ways Students Can Show Their Knowledge beyond Specific Topics

Examples of the Eight Ways Students Can Show Their Knowledge About Specific Topics			
Intelligence	Factors Associated with the South Losing the Civil War	Development of a Character in a Novel	Principles of Molecular Bonding
<i>Linguistic</i>	Give an oral or written report	Do oral interpretation from the novel with commentary	Explain concept verbally or in writing
<i>Logical-Mathematical</i>	Present statistics on dead, wounded, supplies	Present sequential cause-effect chart of character's development	Write down chemical formulas and show how derived
<i>Spatial</i>	Draw maps of important battles	Develop flow chart or series of sketches showing rise/fall of character	Draw diagrams that show different bonding patterns
<i>Bodily-Kinesthetic</i>	Create 3-D maps of important battles and act them out with miniature soldiers	Pantomime the role from beginning of novel to end, showing changes	Build several molecular structures with multicolored pop-beads
<i>Musical</i>	Assemble Civil War songs that point to causal factors	Present development of character as a musical score	Orchestrate a dance showing different bonding patterns (see below)
<i>Interpersonal</i>	Design class simulation of important battles	Discuss underlying motives and moods relating to development	Demonstrate molecular bonding using classmates as atoms
<i>Intrapersonal</i>	Develop one's own unique way of demonstrating competency	Relate character's development to one's own life history	Create scrapbook demonstrating competency
<i>Naturalist</i>	Examine how the geographical features of North and South contributed to result	Compare development of character to the evolution of a species or the history of an ecosystem	Use animal analogies to explain dynamics of bonding (e.g., animals that attract and don't attract, symbiotic relationships in nature)

Annex 14. Pictures evidence samples sequence and activities during the appliance of the MI as an approach to improve ESL writing working in class with students of basic level at USIL



Research accepted by Dr. Matthew Allen USIL Director for the present thesis



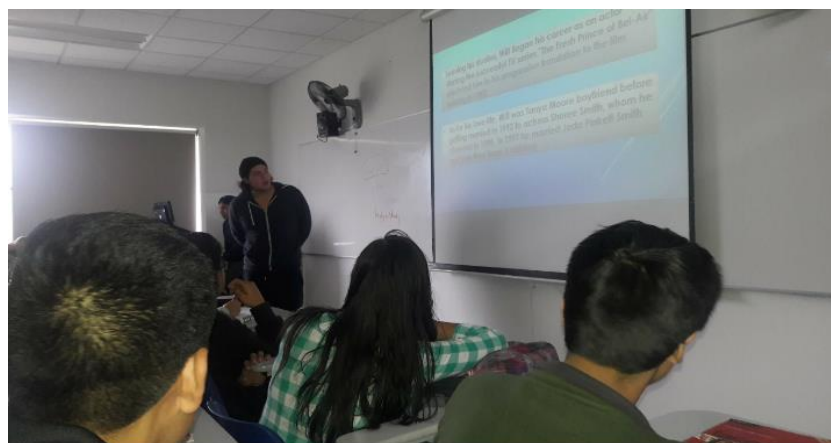
Friendly meeting with students who participated in pre – post MI approach



Educative approach for writing with for spatial activity in class



Educative approach for writing with Musical activity



Educative approach for writing with for Intra-personal activity



Educative approach for writing with for Linguistic activity



Educative approach for writing with for intrapersonal activity



Educative approach for writing with for naturalist activity



Educative approach for writing with for Logical-Mathematical activity




Educative approach for writing with for bodily activity

Annex15. Evidence of scores improvement in writing 1 and writing 2 marksheet

CONSOLIDADO DE NOTAS DE EVALUACIÓN PERMANENTE

PROFESOR:
CURSO: ENGLISH II
Semestre: 2017.02

BLOQUE: FC-PREGAS02B2T
Envío al Coordinador:



APELLIDOS Y NOMBRES		Trabajo Presencial 100%					PROM 1	Evaluación Control	Observación
1		14	16	8	14	18	14	18	B1B
2		0	0	0	0	0	0	0	RET
3		0	0	9	14	6	6	0	BICA
4		16	20	11	16	20	17	20	REG
5		16	20	11	15	18	16	18	RET
6		16	8	9	16	14	13	14	REG
7		12	9	11	16	6	11	8	REG
8		16	20	12	17	18	17	0	REG
9		0	15	10	16	15	11	14	REG
10		16	19	11	16	20	16	18	REG
11		15	12	10	16	20	16	17	REG
12		15	17	8	16	0	11	19	REG
13		16	15	8	16	0	11	16	REG
14		16	19	9	15	17	16	16	REG
15		17	13	10	16	19	16	19	REG
16		17	11	11	17	19	16	19	REG
17		17	18	10	18	20	17	19	REG
18		15	13	9	16	10	13	0	REG
19		15	9	11	17	6	12	0	REG
20		15	16	9	16	12	14	15	REG
21		15	13	12	16	17	16	18	REG
22		0	8	14	16	9	9	18	REG
23		16	14	11	16	14	14	16	REG
24		15	18	15	16	19	17	18	REG
25		12	7	16	16	0	10	12	REG
		Speaking Test 1 NET LIKE	Listening Test 1 NET LIKE	Writing Test 1	Writing Test 2	Quiz 1		CONTROL 1: Reading & Use of English	(Seleccionar de la lista según corresponda)

Importante:

- * Incluir el nombre completo del docente y el bloque.
- * Considerar "00" si el alumno no asistió o no hizo la actividad (listening, speaking, writing y/o quiz)
- * Registrar como NSP en **INFOSIL**, si el alumno se retiró del curso **OFICIALMENTE** o no asistió a rendir algún examen (promedios, control, parcial o final).
- * Utilizar la nomenclatura correcta para nombrar el archivo, e.g. **"MLIRA_FC-PREID01A1M_2017_02"**
- * Registrar correctamente la información de los alumnos en riesgo académico.