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VICERRECTORIA ACADÉMICA

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**Fluency Enhancement through the Application of Verbal-Linguistic
Activities in Fourth Graders at International Christian School
During the Third Quarter of 2019**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

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December, 2019

Acknowledgements

Special thanks to my mentor MSc. Yanith Delgado who was helped me during this process providing guidance and sharing her knowledge and experience. Thank you for being unconditional and always willing to help. I also want to thank you for the time you were my professor, since then you have showed your commitment and dedication to teaching.

In addition, I would like to thank other professors from Universidad Internacional de las Américas, Margarita Perez, Rocio Boza, and Catalina Guerrero who contributed with my professional and personal growth by being role models to me.

Furthermore, thank you to International Christian School where I did the observations and application of the activities. Special thanks to Sonia Enriquez, the teacher in charge of fourth grade who has helped during this time and from whom I have learned a lot so far.

Dedication

This thesis is dedicated to the beloved memory of my dad, Rafael Rivera. Thank you for teaching me the importance of studying, for teaching me about perseverance to fulfill my dreams. Thank you for teaching me the importance of hard work, humility, and helping others.

Thank you to my mom, and Vito because you have been unconditional with me, for your understanding when I had to sacrifice time with you to concentrate on this project.

To my future husband, Adrian who have helped me through all these years. Thanks for your support, motivation, and insistence on pursuing my dreams and vocation.

Finally, but not least important, thank you God for giving me the strength to continue on this path, for blessing me with health so I can enjoy this important moment in my life.

Table of Contents

Abstract	11
Resumen	12
Chapter I	13
Problem Statement	14
Objectives	15
Justification of the Investigation	15
Antecedents	17
Scope	21
Chapter II	22
Theoretical Framework	22
Theories	22
Behaviorist Theory	22
Language Acquisition	24
Teaching Speaking	25
Other researchers on Multiple Intelligences theory	27
Multiple Intelligences Background	30
Verbal-Linguistic Approach.....	36
Benefits of Verbal-Linguistic Intelligence	40
Chapter III	47
Methodological Framework	47
Research Approach	47
Research Design	48
Information Sources	49
Analysis Categories.....	50
Data Collection Instruments.....	52
Collection Data Process and Data	54
Chapter IV	58

Data Analysis	58
Instrument Results.....	58
Observation Checklist	58
Multiple Intelligence Test	63
Activity 1: Choral Repetition	65
Activity 2: Storytelling.....	69
Activity 3: Listening.....	73
Activity 4: Dramatization.....	75
Interview.....	78
Chapter V	80
Conclusions and recommendations	80
Conclusions	80
Recommendations	89
Appendixes	90
Appendix # 1	92
Appendix # 2	93
Appendix # 3	94
Appendix # 4	96
Appendix # 5	97
Appendix # 6	98
Appendix # 7	99
Appendix # 8	100
Appendix # 9	101
Appendix # 10	102
Appendix # 11	103
Appendix # 12.....	104
References	107

Table of Figures

Figure 1 Multiple Intelligence Theory and Interactive Media Design.....	31
Figure 2 Language & The Brain Broca’s Area Posterior Speech Areas Including Wernicke’s Area.....	37
Figure 3 Multiple Intelligence Test Results	38
Figure 4 Activity 1: Choral Repetition Delivery	38
Figure 5 Activity 1: Choral Repetition Content	38
Figure 6 Activity 1: Choral Repetition Enthusiasm/Awareness	38
Figure 7 Activity 2: Storytelling Delivery	38
Figure 8 Activity 2: Storytelling Content	38
Figure 9 Activity 2: Storytelling Enthusiasm/Awareness	Error! Bookmark not defined.
Figure 10 Activity 3: Listening Song Words.....	38
Figure 11 Activity 4: Dramatization Delivery	38
Figure 12 Activity 4: Dramatization Content.....	38
Figure 13 Activity 4: Dramatization Enthusiasm/Awareness.....	38

Abstract

The present investigation will focus on the input of the theory of multiple intelligences applied in the enhancement of speaking skills in elementary school population applying verbal-linguistic activities. It intends to answer the question on how verbal-linguistic intelligence activities can enhance fourth graders oral production during the third quarter of 2019?

The approach to utilize in this work will be qualitative due the nature of the investigation that illustrates how verbal linguistic approach can contribute to improve fluency in fourth graders from International Christian School in Santo Domingo, Heredia with the average age of 10 years old.

Some findings shown students' resistance to the language, they must speak English during the classes, breaks and lunch; though sometime they did not. Even during the class the teacher needs to remind them to use English language. However, with the correct motivation or instruction the students are able to produce oral conversations in English.

The conclusions for the investigation are that multiple intelligence activities contributed to oral production as they motivate the students; from another perspective, through the activation of the senses and taking into account the different ways to learn. Moreover, that verbal-linguistic activities served the purpose because they could use several skills such as the ability to speak, articulate, and express themselves.

Resumen

La presente investigación se centrará en el aporte de la teoría de las inteligencias múltiples aplicadas en la mejora de las habilidades de habla en la población de la escuela primaria que aplica actividades verbal-lingüísticas. Dicha investigación tiene la intención de responder ¿cómo por medio del desarrollo de ciertas actividades la inteligencia verbo-lingüística puede mejorar la producción oral de estudiantes de cuarto grado durante el tercer periodo de 2019?

El enfoque a utilizar será cualitativo debido a la naturaleza porque ilustra cómo el enfoque lingüístico verbal puede contribuir a mejorar la fluidez en los alumnos de cuarto grado de la International Christian School en Santo Domingo, Heredia.

Algunos hallazgos muestran la resistencia de los estudiantes al idioma, ellos deben hablar inglés durante las clases, los descansos y el almuerzo; aunque a veces no lo hacen. Inclusive durante las lecciones hay que recodarles que deben hablar en inglés. Sin embargo, con la correcta motivación o instrucción los estudiantes son capaces de construir conversaciones en inglés.

Adicionalmente, las conclusiones para la investigación son que las actividades de inteligencias múltiples contribuyeron a la producción oral motivando a los estudiantes desde otra perspectiva y a través de la activación de los sentidos teniendo en cuenta sus diferentes estilos de aprendizaje. Además esas actividades verbo-lingüísticas cumplieron su propósito a cabalidad ya que podían ser utilizadas en varias habilidades lingüísticas como la capacidad de hablar, articular y expresarse.

CHAPTER I

INTRODUCTORY FRAMEWORK

Formal education generally focuses on the construction of strong reading and writing skills; however, the introduction of listening and speaking skills have gained importance in the last years. The lack of oral production affects students in both public and private education institutions. In the past, students were prepared through the whole learning process in elementary and high school levels to achieve the passing score in their assessments. Due the needs of globalized world, English oral skills have become a priority, so plan studies have been modified to include more activities to activate and to improve this skill.

Consequently, students have to be able not only to communicate in English but also to think in English to build ideas and/or arguments to share with others in oral way. In this way, the multiple intelligences theory offers several approaches to support the learning experience, through the application of different activities in the classroom or at home to enhance the language skills the students have. As a result, the utilization of this model in the school population is expected to have a positive impact on their learning process and social interaction with peers.

1.1 PROBLEM STATEMENT

Speaking skills have been determined as an area of improvement on fourth graders at International Christian School in Santo Domingo, Heredia. This need has been identified through the observation of the researcher, as the students have a good English level and they are proficient in writing and reading; however, the speaking skills need to be worked by the application of different activities during the class. They showed issues to create small dialogues, since they have the idea of what is intended to communicate but the area of opportunity is related to connect ideas to create a small conversation.

The importance of this study is to analyze the effectiveness of using verbal linguistic activities to enhance speaking skills in the students. The improvement of these skills in the apprentices will provide new tools to have better oral communication among them. In addition, these activities will be useful for teachers to motivate students to learn by using nontraditional methods. Therefore and in order to establish a comparison between the actual status of the students against the desired state, a test will be applied by the investigator the first day of classes to establish the condition of the speaking skills in the students to see if they are able to create small dialogues. In case difficulties were observed, the investigator will apply three activities based on verbal linguistic intelligence. Consequently, this study is intended to answer the following question: How verbal-linguistic intelligence activities can enhance fourth graders' oral production during the third quarter of 2019?

1.2 OBJECTIVES

General Objective:

To analyze the impact of applying the multiple intelligence theory in the enhancement of oral production in fourth graders during the third quarter of 2019.

Specific Objectives

1. To determine the effectiveness of verbal-linguistic activities for improving oral production in fourth graders during the third quarter of 2019
2. To apply verbal-linguistic activities for improving the oral production in fourth graders during the third quarter of 2019
3. To evaluate the outcomes of applying verbal-linguistic activities for improving oral production in fourth graders during the third quarter of 2019

1.3 JUSTIFICATION OF INVESTIGATION

Over the years the teaching of English has been evolving; thus, it has adopted new systems or learning techniques. That is why the theory of multiple intelligences was proposed by Howard Gardner in 1983, in order to offer a new possibility for teachers to deliver their lessons addressing the needs of each student according to their learning style.

Consequently, the present investigation will focus on the input of the theory of multiple intelligences applied in the enhancement of speaking skills in elementary school population applying verbal-linguistic activities.

The interest to investigate this issue is based on the observation of the relevance to improve the oral skills to perform an effective communication in English. Students have a good management of written and reading skills, however, oral communication is presented as an area of improvement. Therefore, the core of this study is to enhance the oral production of chunks of language of different lengths and be able to have small conversation among classmates. Additionally, this research will describe the application of verbal-linguistic approach in oral lessons, illustrate the benefits of the verbal-linguistic approach, and enumerate activities to execute during the class.

This inquiry will be accomplished by the observation of three English lessons in an Elementary School in Santo Domingo, Heredia. An oral evaluation will be delivered in order to assess the speaking production of the students. The intention is to evaluate their oral production to have a picture before and after the application of the activities, in order to establish a comparison and be able to evaluate the results.

In addition, the English teacher will be interviewed to perceive the opinion she has on the benefits of the verbal-linguistic activities during the oral lessons, as well as the applicability of it in her class.

Moreover, this research has a pedagogical significance for teachers that are expected to share their knowledge to motivate students to learn English in a “non-traditional” way. The researcher hopes that the English teacher will use the material provided in the classroom. Likewise, this study will have a direct impact on students that are expected to enjoy and take advantage of the activities proposed by the researcher in order to enhance oral production.

1.4 ANTECEDENTS

1.4.1 History:

The theory of multiple intelligences, was developed by psychologist Howard Gardner between 1970-1980, it postulates 8 types of intelligences that cover most of the human potential. According to Gardner (1990), these intelligences are: Linguistic intelligence (“word smart”), logical-mathematical intelligence (“number/reasoning smart”), spatial intelligence (“picture smart”), bodily-Kinesthetic intelligence (“body smart”), musical intelligence (“music smart”), interpersonal intelligence (“people smart”), intrapersonal intelligence (“self-smart”), and naturalist intelligence (“nature smart”)

For Gardner, the implication of the theory is that learning/teaching should be focused on the particular intelligences of each person. For example, if an individual has strong spatial or musical intelligences, they should be encouraged to develop these abilities. Gardner points out that the different intelligences represent not only different content domains but also learning modalities. A further implication of the theory is that assessment of abilities should measure all forms of intelligence, not just linguistic and logical-mathematical.

International studies have been made through the years in the topic of multiple intelligences applied in the English Teaching. For example, a thesis from Islamic education and teachers’ training faculty Walisongo State Islamic University by Nila Fauziah called *The Use of Multiple Intelligences Model to Improve Students’ Speaking Skills in Discussion Texts*. In this thesis, the researcher provides an explanation of what the theory of the multiple intelligences is and its application in the improvement of speaking skills. She got focused on the oral production of oral texts. This study was applied to 11th grade students during 2014-2015. Fauziah made

observations, pre task evaluations and lesson plans. According to her observations and application of data collection these were the results: Cycle 1: 69,06 % students answered that they accepted that the implementation of the multiple intelligences model in visual and musical intelligences is good but the improvement of students' speaking skills in discussion texts is less. Cycle 2: 70,59 % students answered that they accepted that the implementation of the multiple intelligences model in interpersonal, intrapersonal and naturalistic intelligences is good but the improvement of students' speaking skills in discussion texts is still less. Cycle 3: 73, 66 % students answered that they accepted that the implementation of the multiple intelligences model in logical mathematic, linguistic and kinesthetic intelligences and the improvement of students' speaking skills in discussion texts is good.

Additionally, Ashraf Atta Mohamed Safein (2009) worked on a thesis to fulfill the requirements to obtain a PhD Degree in Education at Cairo University. His study is called: *The Effect of Multiple Intelligences Theory Based Instruction on developing Listening and Speaking Skills of Prospective Teachers of English*. The population for this investigation was 60 prospective teachers of English at Qena Faculty of Education. The core of his work the effect of the application of the multiple intelligences theory to develop listening and speaking skills. After the application of the program he developed and assessed both, listening and speaking skills Dr. Salem saw a notorious improvement in these two skills.

Regarding national investigations on the topic, in Costa Rica studies on this field are also relevant and have showed the contrast of the current educational system in Latin America where the acquisition of new practices such as MI are slow and present several obstructions in the practice. For instance, Dunia Navarro from Universidad of Costa Rica, published an article for

Revista Pensamiento Actual, Universidad de Costa Rica called: *La teoría de las inteligencias múltiples y la programación, ejecución y evaluación en la enseñanza y aprendizaje del Inglés*. In this work, Navarro (2006) provides a list of activities to apply in the classroom to take advantage of MI during the English lessons. In addition, she illustrated a class planning that covered the 4 main areas of English teaching, it had a duration of 80 minutes, 2 lessons to be applied to ninth grade students based on the Communicative approach. Navarro also provided the rubrics she used to evaluate the work during the lessons, such as video recordings and diaries.

On the other hand, Aida Mainieri Hidalgo from Universidad Estatal a Distancia wrote an article for Magazine *Actualidades Investigativas en Educación* named *Theoretical Conceptualizations and Methodological Strategies Used by First Cycle Teachers in Implementing the Theory of Multiple Intelligences*. In this work, Mainieri (2015) mentioned that despite of the fact that traditional methods are more frequent among educators, innovative methods are put into practice to ensure better relationships between teachers and students, which also led to the improvement of motivation in the scholars. This investigation was developed in San Jose, Costa Rica. The population for this study was a mix in order to establish a comparison among 3 public schools and one private institution. She made 16 interviews to know the opinion of the teachers in both private and public schools. In regards the knowledge of the theory of multiple intelligences, all the instructors in the private school know about but; in contrast, the public school teacher did not have a clear concept of what this was about. As a result, the application of methodologies based on MI are limited in the public sector, while in the private school the teachers made a good utilization of the activities.

Jonathan Salas, Master of Science in Education with an emphasis in Teaching English worked on an article titled: *The use of theater in the English class as a didactic strategy* (2017).

In this study, the population consisted of seventh and eleventh grade students at Colegio Laboratorio del Colegio Universitario de Puntarenas (CUP). A new way to strengthen oral skills, was developed by Salas as he implemented theater as a tool to improve the oral production of his population as well as promote the enhancement of oral skills. Benefits of using theatre according to this article, include but are not limited to the improvement of fluency, communicative functionality, vocabulary, and pronunciation.

The process took a month, since the implementation of the activities took place during a total of 7 English lessons. The first step, was the topic election and characters assignment. Second, the group was divided in sub groups to start working on the dialogues. Third, dialogues went under revision in order to receive/provide feedback and rehearsal took place as well. Finally, the choice of the clothing was carried out and a general rehearsal before the formal presentation.

Over the completion of this activity, Salas concluded, that the implementation of theatre contributes in the improvement of oral skills, as well as in an increase on the stimuli of multiple intelligences to complement the daily learning.

1.5 Scope

This investigation tends to analyze the contributions of the multiple intelligence theory to enhance the oral skills of elementary school students. The population is from Santo Domingo, Heredia. The average age of students is 10 years old. The educational center is high performance oriented, so the students are expected to have a good performance in every subject and project assigned to them. Moreover, once the population has been identified with a verbal linguistic intelligence, the investigator will focus on these students and the development of some activities to enhance speaking skills will be delivered by the researcher.

The Institutional teaching methods are based on hands on activities and the importance of the connection of the students with nature, which are premises to comply with standard business of conduct rules. Even though, the English level of the population could be higher than expected, the activities planned by the observer are related to choral repetition, dramatization and storytelling.

The first activity to introduce the topic and at the same time will be used as warm up will be choral speaking with a poem called “My Neighbor’s Dog is Purple.” The second activity is related to storytelling technique. The objective is to fill a paper bag with pieces of paper that will have a word written on it. Finally, the third activity has relation with dramatizing technique, as the students will dramatize a short tale called “The Magic Tree.”

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Speaking Fluency Skills Enhancement through the Application of Verbal-Linguistic Activities

How does verbal linguistic activities contribute to enhance speaking fluency skills?

According to some people, fluency is related to vocabulary knowledge, in fact, fluency can be constructed with the usage of verbal linguistic exercises in the class, by constant practice, and by the usage of the correct motivators.

2.2 Theories

2.2.1 Behaviorist Theory

Behaviorism is a theory that uses the principle of “stimulus-response.” According to Learning Theories (2019), the learner is stimulated by either positive or negative reinforcement. It is also known as behavioral psychology, this is a learning theory based on behaviors and the stimuli cause in the individuals. The School of Thought (2017), states that behavior can be studied by the observation regardless of the internal mental state. Only observable behavior can be considered for this purpose to mention some, cognitions, emotions, and moods.

Behaviorism was formally established in 1913 by John B. Watson through a paper named “Psychology as the Behaviorist Views It.” He is also considered as the father of the behaviorism. The main key of his theory is that any person can be trained to act in a particular manner giving the right conditioning, no matter the background or mental capability.

In addition, other contributors to this theory are Ivan Pavlov, B.F. Skinner, E.L. Thorndike, and Albert Bandura. Ivan Pavlov was a Russian psychologist best known for his work in classical conditioning. In 1904, this work earned him the Nobel Prize in physiology or medicine. His principles have been applied to behavior therapies for educational classrooms and for reducing phobias via systematic desensitization. The theory of Pavlov was also applied by big marketing companies such as Coca Cola.

As stated in Britannica.com (2019), conditioning is a form of learning in which either a given stimulus (or signal) becomes increasingly effective in evoking a response or a response occurs with increasing regularity in a well-specified and stable environment. The type of reinforcement used will determine the outcome.

There are two types of conditioning: classical which combines neutral stimulus with a naturally occurring stimulus and operant in which learning occurs by the usage of reinforcements and punishments.

On the other hand, Skinner is known as the father of the operant conditioning. His theory was based on Thorndike's (1898) Law of Effect. This principle states, that the behavior that is followed by pleasant consequences is likely to be repeated, in contrast, unpleasant consequences are less likely to be repeated. In terms of educational applications, the operant conditioning is applied to class issues and student's management, rather than to learning purposes. A way to shape behavior is the usage of encouragement, positive affirmations, and feedback. Skinner (1990) also made contributions on language acquisition explanations. Skinner (1990) "argued that children learn language based on behaviorist reinforcement principles by associating words with meanings. Correct utterances are positively reinforced when the child realizes the communicative value of words and phrases."

Students who are correctly motivated by the usage of positive reinforcement and feedback agreed to behave well in class, and collaborate with to achieve the goals. Regarding language acquisition, positive reinforcement during the progress of the students is very important so they feel comfortable when they are trying to use the English language.

As an illustration, students know they will receive a prize or compliments by the teacher or by their parents any time they do well in school. Some activities for this purpose are the 'listening time' on the carpet, kids are required to remain quiet and put their hand up when they want to make a vocal contribution to the class. Another example is the usage of symbols such as

smiley faces, 'Good Work' stamps, stickers, and even simple ticks when a child does something good that way they are encourage to repeat such satisfying work again.

2.2.2 Language Acquisition

One of the greatest linguist, Noam Chomsky postulated that language is innate. In accordance to Merriam-Webster (2019), innate is defined as existing in, belonging to, or determined by factors present in an individual from birth. This principal was proposed by Chomsky in his book “Language and Mind.” According to Chomsky (1972), language is one characteristic that is unique to humans among all other living beings. His theories are based on the importance of linguistics in modern sciences. He suggested that to study languages, it is important to study human nature which lies in the human mind.

Chomsky theorized about the acquisition of language as something human beings have by “default.” Based on this, he developed the concept of Language Acquisition Device (LAD) which states that the brain is supposed to “function as a congenital device for learning symbolic language.” As reported in a Psychology article, The Language Acquisition Device (LAD) is the innate biological ability of humans to acquire and develop language. Chomsky challenged the prevailing behaviorist theory that language (as any other behavior) was acquired through exposure to it in our environment. He theorized all humans share a mechanism which allows us to comprehend, develop, and use language as no other animal. Cognitive psychologists use the LAD theory as evidence to support the concept that language is both a learned and innate capability.

On the other hand, Skinner and his behavioral psychology, contradicts the LAD theory proposed by Chomsky; this because Skinner’s theory was based on classical and operant conditioning and imitation over biological components. Later on, Jerome Bruner and Jean Piaget

emphasized the importance of the interaction between the biological and social (nature and nurture) aspects of language acquisition.

2.2.3 Teaching Speaking

Speaking is an important skill that needs to be developed during the class. However, this subject has been left aside in formal education to focus on other subjects like grammar and spelling which cover most of the curriculum. Current world requires students to be able to express themselves orally in accordance to social and cultural rules appropriate in each communicative circumstance. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts." (Cambridge, 2019). This derives in the importance of teaching speaking, meaning that students need to learn to produce the English speech sounds and sound patterns, to use word and sentence stress, intonation patterns and the rhythm of the second language, to select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, and to use language as a means of expressing values and judgments (steemit.com, 2017).

How could this be accomplished? Through the usage of communicative language teaching and collaborative learning .The British Council (2019) describes that Language Communicative Approach is based on the idea that learning language successfully comes through having to communicate real meaning, while collaborative learning is a situation in which two or more people learn or attempt to learn something together. The usage of both will provide the apprentices to apply English in real life situations and meaningful activities to promote oral language when they work together in groups.

Several activities can be applied in the class to promote and enhance the oral production. Some examples are role play activities, as the teacher gives information to the learners such as who they are and what they think or feel. Then the students start to represent an event or, situation. Storytelling is another example, as, in this activity the students summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Moreover, in picture describing exercises, students have one picture and they have to describe it and then discuss the picture with their groups and the rest of the class.

For the purpose of this investigation, the researcher will apply some of these activities described before such as storytelling that improves listening skills, encourages creative writing, creative thinking and problem solving. The other activity will be the dramatization technique that helps to increase confidence, awareness of word meaning, acquisition of proper intonation, development of fluency. The first activity to introduce the topic and, that at the same time will be used as warm up, will be the choral speaking of a poem called “My Neighbor’s Dog is Purple.” The poem will be first read out loud by the researcher and also, she will deliver the hand and face expressions to reinforce some words in the poem in order to motivate the audience. After that, the students will repeat the poem speaking out loud and perform expressions with their hands and face.

The second activity is related to the storytelling technique. The objective is to fill a glass jar with pieces of paper that will have a word written on it. The researcher will explain the activity to the students, the audience will be seated in circle in the floor and the investigator will pass one by one the jar with the papers, each student will take a paper and from the word written on it, they will start to produce a story in oral way.

Finally, the third activity has relation with the dramatizing technique. The students will dramatize a short tale called “The Magic Tree.” The students will have time to read the short tale and the researcher will ensure that the groups understand the tale. After that, the children will start creating the scenes of the dramatization and they will use their own words for the dialogues based on the reading comprehension.

2.2. 4 Other Researchers on the Multiple Intelligence Theory

Aside from Howard Gardner, there are other important exponents concerning the theory of multiple intelligences. Dr. Thomas Armstrong, Robert J. Sternberg, and Charles Spearman have expressed their ideas and points of view on the concept of intelligence and the relation to multiple intelligences theory developed by Gardner. The Executive Director of the American Institute of Learning and Human Development, Dr. Thomas Armstrong wrote a practical guide for educators through the application of Gardner’s Multiple Intelligences (1995). The book is called “Multiple Intelligences in the Classroom.” The book has eleven chapters in total. The researcher will mention the most important chapters of this book.

In Chapter I the foundations of the MI theory is explained. Chapter II is about the MI theory and the personal development he stated that before applying these theory to others, it is important to know what is type of intelligence you have and to develop it. Chapter III is about describing the intelligences in the students. Regarding Chapter IV, it deals with teaching the students about MI theory through the usage of simple activities related to their day to day life; for example, field trips, biographies, and quick experiential activities. Chapters V and VI are related with MI theory and the curriculum development as well as MI and teaching strategies. These chapters have been used by the investigator as the baseline of the research of multiple

intelligences, in order to know more about the concept, types of intelligences and application. In addition, it helped to clarify the difference between multiple intelligences and learning approaches.

Robert J. Sternberg, Professor of Human Development in the College of Human Ecology at Cornell University and Honorary Professor of Psychology at Heidelberg University, Germany, wrote about his point of view of Intelligence. He divided his theory in two parts, the theory of successful intelligence and the theory of practical intelligence (common sense). As stated in robertjsterberg.com (2019), successful intelligence is defined as one's ability to set and accomplish personally meaningful goals in one's life, given one's cultural context....the theory of successful intelligence, in its various phases, using a variety of converging operations, including reaction-time analysis, cultural analysis, factor analysis, correlational analysis, predictive analysis, and instructional analysis, among other methods. The results have been, for the most part, highly supportive of the theory.

Charles Spearman and the Theory of General Intelligence, considered intelligence, or what he termed the g-factor, to be a general cognitive ability that could be measured and numerically expressed through an IQ. As stated, Spearman was one of the researchers helped to develop a statistical technique known as factor analysis. Factor analysis allows researchers to a number of different test items to measure common abilities.

Spearman (1904) advanced the theory that all intellectual factors have a single factor which is called the g factor¹ as well as a number of specific or "s" factors. These specific factors refer to separate, single, and specific activities and abilities. He explored the statistical

interrelations of scores on various tests and concluded that a positive correlation between any two mental functions must be attributed to the g-factor, since “s” factors have low correlations among them. Spearman reasoned that since the g-factor runs through all mental abilities and predicts the performance of the individual, it would be of no use to measure specific (“s”) factors, since each one operates in only a single activity.

2.3 Multiple Intelligences Background

2.3.1 Definition

Gardner changed the concept of intelligence profoundly because of the way in which he expanded the parameters of intelligent behavior to include a diversity of human abilities. According to Gardner (1983), intelligence is “The ability to solve problems or to create products that are valued within one or more cultural settings” This theory was first outlined by Howard Gardner in 1983 in his book *Frames of Mind: The Theory of Multiple Intelligences*, as he stated that people have different kinds of intelligences. He proposed that eight intelligences have been identified based on other abilities and not only on IQ tests results.

This book has fourteen chapters. First, Gardner started to define his theory. Chapter II, he discussed previous studies from different writers such as Jean Piaget and Sir Francis Galton. Chapter III is related to the biological foundation of intelligence. On Chapter IV he provided a definition to intelligence, and from Chapter V to X, he explained each of the intelligences. The following chapters are on the socialization and application of these intelligences.

Chapter I is entitled “The Idea of Multiple Intelligences.” Here Gardner outlined the objectives or reasons to write this book and how he came out with the formulation of his theory. He stated his belief in some intelligences and also described the research methods used, the

literature and sources called as unrelated sources, because those papers have relation with different groups of normal adults and brain-damaged individuals. Moreover, Chapter II, “Intelligence: Earlier Views” provides a basic understanding of how people began to study the brain and thought. He discussed the sciences of psychology and philosophy, Jean Piaget and the more contemporary approaches of the “Information-Processing” and the “Symbol Systems” approach. In this chapter, Gardner also discussed his colleges and the area of research that they covered in relation to this approach to understand intelligence. He ended the chapter by saying that the most valuable information is most likely to come from a deep knowledge of the nervous system.

Regarding Chapter III, which is entitled “Biological Foundations of Intelligence” stated that a comprehensive science of life must account for nature, as well as the variety of human intellectual competences. According to findings in neurology there is increasing evidence for the existence of functional units in the nervous systems. In addition, Chapter IV he explained the concept of intelligence which is precisely the name of the chapter. In this section, he argued the prerequisites for intelligence and what the actual criteria by which we can judge an individual’s competence.

From Chapter V to X, he focused on the description of each intelligence, as each intelligence has a chapter for this purpose. Chapter V is for linguistic intelligence, Chapter VI musical intelligence, Chapter VII logical mathematical, Chapter VIII for spatial intelligence, Chapter IX for bodily kinesthetic and the last Chapter X is about personal intelligences. Furthermore, Chapter XI is about “A critique of the theory of multiple intelligences.” In the section, related theories are discussed, as well as the one that Gardner developed and the

influence presented in his investigation, such as Piaget, Erickson, D. Alan Allport, and Jerry Fodor. He specially focused on Allport's theory of brain function. Finally, the last three chapters "The Socialization of Human Intelligences through Symbols", "The Education of Intelligences", and "The Application of Intelligences" have to do with the application of the eight intelligences proposed by him and how to introduce them in the educational system.

The eight intelligences suggested by Gardner are Visual-Spatial Intelligence, Linguistic-Verbal Intelligence, Logical-Mathematical Intelligence, Bodily-Kinesthetic Intelligence, Musical Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, and Naturalistic Intelligence.



Figure 1 Multiple Intelligence Theory and Interactive Media Design (2015)

Each intelligence has characteristics for example, the Visual-Spatial Intelligence enjoys reading and writing, good at interpreting pictures, graphs, and charts. Recognizes patterns easily. Possible jobs include Artist, Graphic Designer, Strategic planner, and pilot. The Logical-Mathematical Intelligence Likes conducting scientific experiments, enjoys thinking about abstract ideas. Possible jobs include Accountant, Database designer, Mathematician, and

Network analyst. The Intrapersonal Intelligence enjoys analyzing theories and ideas, good at analyzing his or her strengths and weaknesses. Possible jobs include Psychologist, Writer, Criminologist, and Philosopher.

The Naturalistic Intelligence enjoys camping, gardening, hiking, and exploring the outdoors and Interested in subjects such as botany, biology, and zoology. Career paths suggested are astronomer, botanist, animal trainer, geologist, and veterinarian. The Musical Intelligence understands musical structure, rhythm, and notes, and enjoys singing and playing musical instruments. They are good at sound identification as well. Possible jobs include Music conductor, Recording engineer, Music therapist, and music teacher. The Bodily-Kinesthetic Intelligence good at dancing and sports, excellent physical coordination. People with this intelligence also like to learn by using drama representations and role plays. Career paths suggested are Dancer, Physical Therapist, Firefighter, and Physical Education instructor. The Interpersonal Intelligence creates positive relationships with others and good at communicating verbally. They like to perform interview to others and like to teach. Possible jobs include Diplomat, Politician, Counselor, and Leader. And finally, the Linguistic-Verbal Intelligence is good at remembering written and spoken information, able to explain things well and good at debating or giving persuasive speeches. They are good at listening sounds and like to interact with others by listening to them and talk to others. Possible jobs include Teacher, Journalist, Poet, and Public Speaker.

Dr. Gardner (1983) says that the school system and culture focus their attention on logical mathematical skills, based on IQ testing. However, he proposed a diversity of intelligences the human being has as inner skills. He mentioned the importance of the individuals

who possess abilities that are also seemed as gifts such as musicians, architects, dancers, and naturalists. In addition, the theory of multiple intelligences proposes that teachers should be trained in the usage of a variety of tools in class in order to strengthen these types of abilities, through the application of music, art activities, role play and natural interaction. The challenge is to have a change in the mind set of educators and school administrators to incorporate these new activities on the educational plans rather than stick to the “traditional” way of teaching/learning.

Conforming to American Institute (2019), “The theory of multiple intelligences also has strong implications for adult learning and development... it gives adults a whole new way to look at their lives, examining potentials that they left behind in their childhood (such as a love for art or drama) but now have the opportunity to develop through courses, hobbies, or other programs of self-development. This is important, since nowadays many companies based their hiring process and learning development programs on a set of skills the employee might have or might learn. The process knowledge has left behind the first place of priority. Employers are searching for individuals who want to challenge themselves through the application of their skills and as stated before, now adults are able to put into place those skills that remain “asleep” during their childhood.

As stated by sciencedirect.com (2019),

Gardner tested his theory not by collecting experimental evidence in support of the theory, but rather by reviewing various literatures relating to human abilities and finding results that are consistent with his theoretical proposal. For example, he believes that the literatures on brain functioning, idiots savants, and cognitive development are supportive of the kinds of claims he is making.

Multiple intelligences' are not 'learning styles' as stated in teachercertification.com (2019), but the usage of multiple intelligences is a way to cultivate the hidden talents of the students. Some students might struggle to write a poem about types of fish, but another might realize that she has a talent with poetry that she never thought before. Therefore, the use multiple intelligences theory can be used as a way to introduce variety into your classroom assignments. For example, if you are learning about a pyramids, some students will learn more from building a pyramid out of sugar cubes rather than writing a paper about how to build a pyramid. Moreover, the students who have choices feel empowered about their education and are more likely to take it seriously. So, they have to be given a way to shine in the way they shine best and they will not only learn, but love you for giving them the opportunity to do so.

Before all this theory was written by Howard Gardner, he made a research related to other writers as Jean Piaget and Sir Francis Galton, both with a different point of view regarding learning and intelligence concepts. Jean Piaget was a philosopher from Switzerland. He was also a natural scientist that got famous for the work that he did studying cognitive development and learning theories. His theory of constructivism argues that people produce knowledge and form meaning based upon their experiences. This covered learning theories, teaching methods, and education reform.

Regarding Galton, he believed that the hereditary nature of intelligence led him to the idea that society should encourage superior individuals to procreate, while those with less mental abilities should be discouraged from doing so, a concept for which he coined the term "eugenics," denoting the scientific attempt to genetically improve the human species through selective parenthood. It is interesting to note that Galton's approach to eugenics was to encourage

the "best specimens" to procreate. This differed from the American approach referred to as "negative eugenics," where the "worst specimens" were prevented from procreating (Galton, 1869).

Galton carried out further research to distinguish between the effects of heredity and those of environment. He polled members of the Royal Society about their lives, using a new research tool of his own devising that was to have a long life as an information-gathering device: the questionnaire. Eventually, Galton modified his original theories to recognize the effects of education and other environmental factors on mental ability, although he continued to regard heredity as the preeminent influence.

2.4 Verbal Linguistic Approach

2.4.1 Definition

The Verbal-Linguistic Approach is one of the eight types of Multiple Intelligences proposed by Gardner. This style refers to the persons who like to solve problems and express their feelings by the usage of language. People with this ability enjoy to learning vocabulary, to write poems and to interpret dramas (Gardner, 1990). They are outstanding at verbal activities and written tasks. Individuals who have this type of intelligence are also skilled in the acquisition of foreign languages. In addition, they have the ability to communicate complex concepts.

Edutopia (2008), states that many times Multiple Intelligences are misunderstood with learning styles. Gardner defined at the beginning seven types of intelligences, then one more was added, now they are known as eight multiple intelligences making reference to the ability of the brain to process information. He has defined each one related to a unique set of capabilities and

is also tied to human potential. On the other hand, learning styles are a group of common ways to learn or to teach.

The verbal linguistic intelligence as stated in EduNova.com (2012),

It is a skill that comes from the temporal cortex on the left side of the brain. This area has been named Broca's Area. It has four areas of sensitivity. Semantics, the first of these, is the various meanings and shades of meanings in words. Phonology is the sounds and meter of words. Syntax involves the order words are used. Finally, praxis is the different ways words can be used in a sentence or culturally to invoke different meanings. Combined, these four sensitivities impact an individual's ability to speak, write, and understand words.

In order to have a clear and concise explanation of the function of the left temporal lobe in regards verbal linguistic intelligence, sciencing.com, provides the following explanation of the Broca and Wernicke's Areas,

Located at the front and middle of the left temporal lobe, respectively, Broca's area and Wernicke's area are the regions of the human brain that handle the formation and processing of language. Regardless of what language you're using, these two regions allow you to form sentences, understand the meaning of what others are saying and pick up on verbal patterns. These regions are the reason why a left temporal lobe hemorrhage can leave a person unable to understand what someone is saying, or lead them to babble incoherently.

Language & The Brain

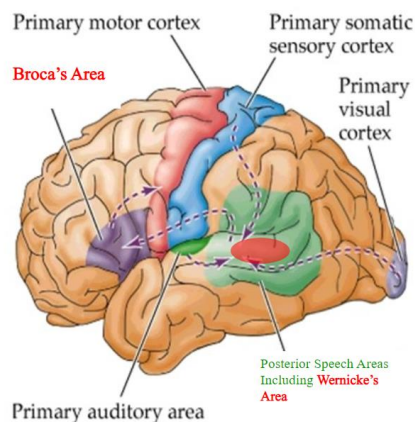


Figure 2 Language & The Brain Broca's Area Posterior Speech Areas Including Wernicke's Area (unknown, 2008)

Broca's area has relation with the verbal linguistic intelligence, since it is produced in there, but it is not limited to it. Moreover, people with the verbal linguistic intelligence might not be as good in activities such as interpreting a graphic, solving math problems, or managing project with a few verbal or written instructions. In addition, the other brain areas are also related to the other seven multiple intelligences, such as logical-mathematical with the left frontal and right parietal lobes, spatial with the occipital and parietal regions (especially of right hemisphere), bodily-kinesthetic has relation to cerebellum, basal ganglia, motor cortex. Musical has relation with the right temporal lobe, interpersonal with the frontal lobes, temporal lobe (especially right hemisphere), and limbic system. Intrapersonal is related to the frontal lobes, parietal lobes, limbic system, and the naturalist: left parietal lobe (important for discriminating "living" from "nonliving things")

2.4.2 Identification of this Skill

There are certain attributes found in the students that guide the teacher to identify the kind of intelligence that they can possess. In the specific case of the verbal linguistic intelligence, individuals show competences such as enjoy to reading, have good vocabulary, enjoy foreign languages, and they are able to express things well. Moreover, people with this kind of skill have the ability for both written and oral assignments. Their skills include but are not limited to listening, speaking, storytelling, explaining, teaching, remembering information, and persuasion.

According to Edunova.com (2012), the verbal intelligence is one of the two types of intelligence commonly tested in schools through written testing; because of this, most people who have high levels of this form of intelligence perform well on standardized and written IQ tests.

It is important to mention that these type of tests show the strongest skill, but it is imperative not to ignore all of other competencies that a human being has. This only provides a guide of where people are stronger to be able to make better use of the skills and apply them on a day-to-day basis, whether at work, study or personal life.

Likewise advantage can be taken from the knowledge of the strongest competence to use it as a learning and growth tool through the practice of tasks and specific exercises.

2.4.3 Activities

Most educators know about Howard Gardner's multiple intelligences; however, the challenge for many teachers is to apply and activate learning in the classroom. Once the strongest competence, in this case verbal linguistic has been identified by the professor, the journey starts. The teacher will have to investigate what kind of activities or exercises can be applied for this

population since they are going to have a greater motivation and interest in carrying out activities that they enjoy according to their competences.

Some activities that can be delivered in the classroom are completing crossword puzzles with vocabulary words, telling a story to the class, writing short stories for a classroom newsletter, participating in debates. These activities are to reinforce both written and oral skills as some of the characteristics for verbal linguistic skill can be putted into practice such vocabulary, sentence structure and persuasion.

On this subject, parentree.com (2008) in addition to providing examples of activities to develop in class or home, it also gives ways to help these type of students to reinforce their verbal linguistic skills. To mention some of them, to encourage them to read the newspaper and ask questions about what they do not understand, to encourage them to speak to the teacher whenever they would like to, talk a lot with them about what they see around them.

Some suggested materials and toys children with linguistic intelligence should have in class are books, word games, dictionary, pencils, and magazines. The utilization of role play technique, interviews, and storytelling are suitable for students with verbal linguistic intelligence.

2.5 Benefits of Verbal Linguistic Intelligence

2.5.1 Importance

The Verbal Linguistic Intelligence is an ability that allows the person to communicate ideas, thoughts or feelings proficiently that highlight them over others. Some writers even describe it as a gift. Nowadays the ability to speak is greatly appreciated because it provides a powerful tool when interacting with others, and most people are impressed when they are with

someone who has a great ability to communicate orally. A person with Verbal Linguistic Intelligence is capable to communicate effectively but also has the skill to tell stories, to argue properly, to report information, and to execute other tasks related to speaking and writing. It also includes the ability to listen and to understand other people. This is relevant in the school years, as students will have the space to build good relationships with their peers and at the same time their inner skills can be applied in a natural way.

Since kindergarten, children face verbal linguistic exposure, even when preschool activities are more related to finger painting, singing, movement, outdoor play, and crafts these activities involve verbal instruction or spoken response to be completed. Once children are in elementary school, verbal intelligence becomes increasingly important. This increment is reflected in the usage of books, videos, and class conversation. By the time students are in middle and high school, the school work needs a higher level of verbal intelligence. For example, reading and language arts tasks require verbal reasoning as well. Regardless of the subject, all of them will need the oral instruction from the teacher or written on a text book.

In college and the work place, the verbal intelligence links to instruction or training. In addition, in this stage of life oral situations like presentations, debates or the exposure of thoughts are present, as well as verbal interaction with colleagues face to face or conference calls where the verbal linguistic skills have to be put into practice. In addition, people with this type of intelligence are able of listening to and recalling spoken information, understanding the meaning of written or spoken information, to solving language-based problems of a literary, logical, or social type, and to understand the relationships between language concepts and performing language analogies or comparisons; and the ability to perform complex language-based analysis.

To mention some famous who had verbal linguistic intelligence are Edgar Allan Poe an American writer, editor, and literary critic. Poe is best known for his poetry and short stories, particularly his tales of mystery. And William Shakespeare was an English poet, playwright and actor of the Renaissance era.

The importance of this ability is not limited only to the academic area, but it provides the individual with characteristics that facilitate rapport with people around him. In relation to social roles the person with verbal linguistic skill has a variety of careers where their competences can be used such as journalist, teacher, talk-show host, and training officer.

Verbal linguistic intelligence contributes to excel people skills in both learning and social environment, it provides a wide variety of characteristics that are strong and remarkable that will put them on the spot to stand out from others.

2.5.2 Application in the Classroom

Many writers on the multiple intelligences, pointed that teachers have good knowledge of these theory, to support this the researcher asked 10 teachers at International Christian School about this topic; however, its implementation is fragile in classes, since the educational systems are based on a traditional way to teach and learn by focusing on grammar, spelling, reading, and writing skills.

American psychologist Howard Gardner (1990), in his multiple intelligences proposal, stated that these intelligences have to be focused on child development but they can be applied for all ages. Some of his principles are that individuals should be encourage to learn by the usage of their skills, activities should suit to different forms of intelligence, and evaluations should

measure multiple forms of intelligences. Moreover, the verbal linguistic activities can be applied in the classroom not only for the population that possess this skill. The activities proposed for this specific intelligence also have relationship with the other intelligences. For example, musical intelligence students learn best by sounds and rhythms, in addition, verbal linguistic activities are related to listening tasks. Another illustration, is bodily-kinesthetic intelligence they learn best by creative dramatics, as well as, verbal linguistic students they love to perform drama or role play exercises. And interpersonal intelligence the students learn best by interviewing and teaching activities, these characteristics are also present on verbal linguistic activities.

The application of multiple intelligences activities in the classroom are possible, although it requires the compromise of the educational institution and the professors. These activities are not limited to a specific population, as they can also be applied to students with other learning characteristics. As an illustration of this is a study made in Turkey, where English is taught as a foreign language, therefore, the learners do not have much time to practice the language in real life situations. The students have problems with the language acquisition, the class delivery was made by using the traditional ways to teach English. The Turkish Ministry of National Education, made an effort to include some principles of Multiple Intelligences in the language teaching curriculum. This study was conducted Zennure Elgün Gündüz¹ and İsmail Doğan Ünal from Ardahan University and Ataturk University respectively. The student population are sixth graders from a state school a total of 50 students. The observer of this study, made some observations and conclude that lessons were focus on learning of grammar forms. Reading and writing activities required the usage of grammar rules again instead of comprehension of the text.

The methodology used in each English lesson involved implementation of two or three MI activities because the duration of the classes was not enough to carry out at least eight activities addressing all of the eight types of intelligences. Examples from the MI activities implemented in the experimental groups can be listed as following: vocabulary games, word-search puzzles, reading, writing activities (verbal-linguistic intelligence); puzzles and games, matching exercises, classifications and categorizations (logical-mathematical intelligence); power point presentations, flashcards, pictures (visual-spatial intelligence); miming games, hands-on activities (bodily-kinesthetic intelligence); playing music, composing a song, singing (musical-rhythmic intelligence); pair work, group work (interpersonal intelligence); writing one's own feelings and thought on a piece of paper, reflecting on one's own learning (intrapersonal intelligence); bringing some objects from natural life, bringing realia into the classroom (natural intelligence).

Referring to the ongoing investigation, the researcher will apply several activities that include choral repetition, dramatization technique and storytelling technique. The first activity to introduce the topic and at the same time, warm up activity, will be choral speaking with a poem called "My Neighbor's Dog is Purple." The poem will be first read out loud by the researcher, will also deliver the hand and face expressions to reinforce some words of the poem in order to motivate the audience. After that, the students will repeat the poem speaking out loud and perform expressions with their hands and face.

The second activity is related to storytelling technique. The objective is to fill a glass jar with pieces of paper that will have a word written on it. The researcher will explain the activity to the students, the audience will be seated in circle in the floor and the investigator will pass

one by one the jar with the papers to the students, each student will take a paper and from the word written will start to produce a story in oral way.

The third activity has relation with dramatizing technique, the students will dramatize a short tale called “the magic tree.” The students will have time to read the short tale and the researcher will ensure that the group understand the tale. After that, the children will start creating the scenes of the dramatization and they will use their own words for the dialogues based on the reading comprehension.

2.5.3 Fluency and Accuracy

By definition, fluency is “being able to speak and write quickly or easily in a given language.” It is necessary to mention that fluency has nothing to do with vocabulary (quantity of words known), or the fact that being native is synonym of being fluent. In contrast, fluency has to be developed and it requires constant practice. Fluency helps to communicate, convince, sell your ideas with others and even impress with a speech that is clear and confident. Moreover, it provides better opportunities to the individuals that are fluent over the ones that are not. The ability to communicate ideas and/or feelings will come out in a natural way rather than a robotic speech learned by heart. Fluency does not come by default; is a skill that has to be polished day by day in order to master it.

Fluency is related to the learning process, to learn grammar, spelling and reading is not sufficient. It involves thinking in English, listening and watching programs but those related to the person interests and tastes, this way the student will not get bored and the attention will be caught easily. Oral exposure is also necessary the individual needs to focus on the delivery of the message rather than be grammatically perfect. Therefore, to be fluent it is necessary to implement different activities that are present in the skills that people with linguistic intelligence

have by default. This can contribute to making the learning process more enjoyable, the exercises proposed by the investigator will be attractive to them and they will be willing to participate in the activities.

In relation to accuracy, it is the ability to produce grammatically and lexically accurate English sentences, while fluency is the ability to produce language in a coherent, and effortless manner. Some activities can be applied in the classroom to enhance both fluency and accuracy. For example, activities to enhance speaking fluency are discussions, storytelling, role play and interviews. On the other hand, the activities to improve accuracy where repetition is used, repetition of reading, or grammar exercises, and dialogues.

CHAPTER III

METHODOLOGICAL FRAMEWORK

The present investigation will be developed through several tools, such as an observation and task based activities in order to establish the English level of the students under study. Another tool will be an interview to the teacher in order to know her opinion and knowledge regarding Multiple Intelligences and how the verbal-linguistic approach can be applied in her English class to enhance the oral production of students.

In addition, a test will be applied to seventeen students in order to find out the type of intelligence or intelligences they have. The test will be applied by the researcher, it has eight areas with four statements each one where the students have to put a check mark on those them

like the most, for the statements that are not interesting for the students they will leave it blank. The assessment is called The Connell Multiple Intelligence Questionnaire for Children.

3.1 Research Approach

The approach that will be used in this investigations is mixed since it was qualitative elements such as observation and quantitative for the recording of the activities results. The construction of small chunks of language is the main goal of this work. For this reason, qualitative research will be used to reveal the behavior or perception of a specific audience. These are applied for social or behavioral studies.

In the case of this investigation, group observation, pre task activities and one on one interviews will be developed during the English classes order to gather data to back up the problem statement raised in this study.

On the other hand, the advantages of using the interview is that provides a great opportunity to collect what people think or believe regarding the topic; in addition, it provides an insight of the motivation towards the topic. The face to face interview is also a good opportunity to read the body language and if the interviewer ask the appropriate questions it could get more information from the teacher.

About observation, it has to be defined before taking into practice, the observer has to identify its objective and establish the key point that will be relevant to the investigation. In order to conduct an appropriate observation, a checklist is recommended to document what the researcher is looking during the class, also the student will have the chance to take additional notes that will be developed later on the work.

3.2 Research Design

The study will be used mixed design in order to analyze the effectiveness of verbal-linguistic activities for improving oral production of fourth graders; the aim is to apply verbal-linguistic activities for improving oral production through small dialogues and to evaluate the results of its application.

The investigation has naturalistic and descriptive approaches. Naturalistic study is a type of study in which the researcher carefully observes and records some behavior, sometimes over a prolonged period, in its natural setting while interfering as little as possible with the subjects.

Regarding the naturalistic approach the investigator has applied this during the observation made at International Christian School where the student observed the fourth grade population. The researcher used a checklist to record the observation outcomes. The aspects taken into consideration for the observation are class structure, methodology, teacher student interaction and content.

Descriptive approach is based on the description of the reality. How things in the reality really are. The researcher is observing and documenting real life events that are taking place in elementary school. In addition, the investigator is describing characteristics of the population without questioning why things occur in certain way.

Moreover, an action research is a method used for improving practice. It involves action, evaluation, and critical reflection and based on the evidence gathered changes in practice are then implemented. This investigation tends to contribute in the enhancement of speaking fluency in fourth graders by the application of three activities to reinforce speaking skills in the student population.

3.3 Information Sources

The sources to be used on this investigation are three sources such as thesis and magazine articles related to the topic. A thesis paper is a paper which is submitted by a candidate for an academic degree to present their research and thus to support their application for the degree.

Academic magazine articles are papers that have been peer-reviewed before they are published. This means that experts in the field of study will review and approve the article before the journal will publish it.

The first source is the thesis *Theoretical Conceptualizations And Methodological Strategies Used By First Cycle Teachers In Implementing The Theory Of Multiple Intelligences And The Use Of Multiple Intelligences Model To Improve Students' Speaking Skills In Discussion Texts*. In addition, magazine articles from University of Costa Rica will be used for this purpose of the investigation.

The second source are the magazine articles *Theoretical Conceptualizations and Methodological Strategies Used by First Cycle Teachers in Implementing the Theory of Multiple Intelligences* and *La teoría de las inteligencias múltiples y la programación, ejecución y evaluación en la enseñanza y aprendizaje del Inglés*. From University of Costa Rica and UNED. They will provide examples of activities that can be applied to achieve the goal of improving the speaking skills of the students under study. The third source is the fourth grade teacher at International Christian School, who will be interviewed by the student during 45 minutes to get to know her input on the topic and the knowledge and/or motivation she showed during the meeting. These sources are going to be used as references to complement the plan proposed by the researcher to detect if the problem statement is being achieved in a positive or negative way.

1.4 Analysis Categories

This investigation will be conducted under mixed approach. According to resource center (2016) mixed approach is a methodology for conducting research that involves collecting, analyzing and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) research. This approach to research is used when this integration provides a better understanding of the research problem than either of each alone.

As stated by USCLibraries.com (2019), the word qualitative implies an emphasis on the qualities of entities and on processes and meanings which are not experimentally examined or measured [if measured at all] in terms of quantity, amount, intensity, or frequency. Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints shaping the inquiry. Such researchers emphasize the value-laden nature of inquiry. They seek answers to questions stressing on how social experience is created and given meaning. In contrast, quantitative studies emphasize the measurement and analysis of causal relationships between variables, not processes.

The researcher will observe behaviors, class structure, teacher-student interaction and content of the class of elementary school students; in other words, the target population, who in this case study are fourth graders. According to Vaughan's systems, these students have B1 English level. Furthermore, the topics to be investigated are multiple intelligences, verbal linguistic skill, communicative competence, fluency and accuracy and communicative language teaching. The concepts are going to be defined by the investigator.

Multiple Intelligences, theory proposed by the developmental psychologist Howard Gardner in 1983. He suggested that human intelligence is divided into eight styles of learning

such as visual-spatial, verbal-linguistic, musical-rhythmic, logical-mathematical, interpersonal, intrapersonal, naturalistic and bodily-kinesthetic (Gardner, 1990). It also refers to the way students learn and acquire information.

Verbal linguistic skill is one type of multiple intelligence refers to the ability to use words to communicate and express feelings or thought to others (Gardner, 1990). This intelligence is mostly used by writers, journalists, and lawyers. People with this intelligence like to read, to write and to talk to other, also they are very good as passive listeners.

Communicative competence is the ability to use language and communicate successfully. It is composed by four areas, words and rules, appropriacy, cohesion and coherence, and the use of communication strategies. This is also known to be the key for social acceptance.

According to Canale and Swain (1980), the communicative competence, refers to the (conscious or unconscious) knowledge of an individual about language and about other aspects of language use.

The Communicative Language Teaching is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. The goal of language education is the ability to communicate in the target language (D. A. Wilkins, 1972).

Fluency and accuracy, are factors that determine the success of English in the future for students. Accuracy, is the ability to produce sentences using correct grammar and vocabulary. On the other hand, fluency is the ability to produce language easily and smoothly (TELF Academy, 2017).

3.5 Data Collection Instruments

The instruments that the researcher will use are an observation checklist, interviews, and rubrics to evaluate oral presentations. The purpose of data collection is to obtain indicators and areas of improvement.

Observation checklist

The observation that will take place in this investigation is called controlled observation. Where the researcher decided when and where it will take place. The investigator will not have direct participation, only she will observe and use the check list to document the findings.

This observation will be divided in categories such as class structure, methods, teacher student- interaction and content. In here the observer can track in an easy and clean way that is looking during the class delivery, using a scale of could improve, acceptable, excellent and not observed. In addition, this will provide an indicator on how the production of small dialogues can be added during the class delivery.

Face to face interview

It consists in six open questions regarding Multiple Intelligences knowledge and class application, this will take place in the school facilities after classes end. The researcher will have the questions written in a paper to use as reference and the answers will be collected in audio with the authorization of the teacher to record her voice in order to tabulate the information. The intention of the questions is to get deep information on how the teacher thinks about Multiple Intelligences and her motivation/interest of using them in the class. This will provide a professional opinion of the benefit of the verbal linguistic intelligence in the improvement of oral construction and fluency.

Scoring rubric

Scoring rubric for oral presentations will be utilized in the research to assess the oral production of the students in the storytelling and dramatization activity. The rubric will focus on delivery, content and enthusiasm, using a scale of excellent, good, fair and needs improvement.

3.6 Collection Data Process and Data Analysis

The data collected will help the researcher to solve the problem statement, which How verbal-linguistic approach can be applied in the classroom to enhance the oral production of small dialogues in the classroom at International Christian School in Santo Domingo, Heredia? Therefore, it will be developed in stages in order to get the data in a proper way.

Before the first observation could take place, the researcher had to present the topic, objectives and justification of the investigation to the principal in order to get her approval to perform the observations. Afterwards, the first observation will take place in International Christian Elementary School located in Santo Domingo, Heredia. The intention of the researcher is to make several observations during the English class, it will take around 40 minutes each observance. These time correspond to the duration of the English lesson. The researcher will go to the school during the morning and the assigned day to do this will be September, 23rd of the present year at 8:00 A.M. This day, the researcher the first observation will meet and greet with the Teacher in order to explain to her the objective of the investigation.

The International Christian School is a private Institution, located in Santo Domingo, Heredia. 2km east Saprissa Bridge, route 32, first traffic light to the left, 50 meters north. This is a PK-12 school, it works under day shift based on Christian and universal values such as respect, leadership, love, loyalty, solidarity, integrity, and tolerance.

The institution uses an American Model, meaning that lessons start on August each year and it promotes International Programs to be taken during the summer such as Space Camp, New York Parsons School of Design, Nuova Accademia Di Belle Art in Rome, and exchange programs with AFS. In addition, the school has technology programs they participated in the National and World's Robotics Olympics. Sports and art programs are included as well.

The school staff is directed by Marianella Seas, who is the principal. The teacher's staff is composed by seventeen English teachers and two assistants. The educational center has a Psychologist, a Librarian and two Pedagogues. The teachers are required to wear semi-formal clothes, jeans permitted only on Friday, in addition, the administrative and educational staff have to wear an identification badge for security purposes.

Regarding the students, it is estimated that 20% of the total population of the Institution are Orientals, in this specific group there are 6 out of 17 children. These fourth graders are quiet and respectful, the majority work very fast, they are encourage to read a book every time they finish an exercise given by the Teacher. No familiar or community problems were reported by the Professor. Parents are invited to schedule a meeting any time they feel the need to talk with the teacher or with the principal.

The student population is seventeen in total, divided into ten boys and seven girls. Average age is 10 years old. This group is being together since first grade and the expectation is to finish together until sixth grade. They have "sub" groups the ones who spend time together during the breaks; however, at lunch time the whole group share this meal together. Regarding the interests are varied, the boys in particular love soccer while the girls are interested on dance. Students are not able to use the cell phone at school, so they still play with Legos or traditional games during

the break or lunch, they also use this time to practice the dancing routines for the talent show casting.

Learning strategies applied in the class such reading comprehension this was applied on Library class, explicit teacher modeling, used in Math class (subject delivered in English). Cooperative Learning applied to individuals who present difficulties during the class and Technology in the classroom, all the students have iPad and the classroom is equipped with a TV. The types of intelligences presented in the students are visual, bodily kinesthetic, logical mathematical and verbal-linguistic. Students are interested on Robotics, soccer, and dance. On the other hand, some of them showed resistance to the language, they must speak English during the classes, breaks and lunch. They are allow to speak Spanish only during Spanish lessons.

Curricular accommodations are applied for specific cases, for example to students that have special needs. Some accommodations used are more time to finish the practice or reduce the quantity of exercises to be completed. There are 4 students with special needs such as attention deficit disorder, hyperactivity, “inmadurez procesos neuroevolutivos”, anxiety, and sleep disorders.

Regarding the face to face interview, the objective is to have a face to face meeting with the English teacher and know her input about multiple intelligences and more specific to know her opinion on how visual linguistic approach can help to enhance fluency skills and her point of view on how activities can be added in her lesson plan. The interview will be about 6 open questions, the duration of the interview will be 45 minutes during the afternoon, after the teacher ends her shift, and the interview will take place in the school facilities.

The materials to utilize in the work will be printed sheet activities for each student, whiteboard markers, audio player, paper, and paper bag. The cost of the materials is basic only the photocopies will be included as part of the budget the researcher needs to consider to develop this investigation.

Concerning the activities that are going to take place through the investigation, there are three activities that will be delivered step by step according to the development of the research. The first activity to introduce the topic and at the same time will be used as warm up will be choral speaking with a poem called “my neighbor’s dog is purple.” The poem will be first read out loud by the researcher and also will deliver the hand and face expressions to reinforce some words of the poem in order to motivate the audience. After that, the students will repeat the poem speaking out loud and perform expressions with their hands and face.

The second activity is related to storytelling technique, the objective is to fill a jar bag with pieces of paper that will have a word written on it. The researcher will explain the activity to the students, the audience will be seated in circle in the floor and the investigator will pass one by one the paper bag with the papers to the students, each student will take a paper and from the word written will start to produce a story in oral way.

The third activity has relation with dramatizing technique, the students will dramatize a short tale called “the magic tree.” The students will have time to read the short tale and the researcher will ensure that the group understand the tale. After that, the children will star creating the scenes of the dramatization and they will use their own words for the dialogues based on the reading comprehension. At the end of the representation, the group will briefly discuss in English their thought about the tale. All the mentioned activities will have a duration of 40 minutes.

Chapter IV

Data Analysis

In Chapter III, the researcher discussed the research approach, the research design, information sources, analysis categories, data collection instruments, and collection and data analysis. The data analysis process deals systematically applying statistical and /or logical techniques to describe and illustrate, condense and recap, and evaluate data. The collection of data can be done with the help of relevant tools and techniques; therefore, the next logical step, is to analyze and interpret data to solve the problem. The present research project is mixed; consequently, the data analysis will be carried out with the help of both, a narrative and statistical analysis.

4.1 Instruments Results

4.1.1 Observation Checklist

The observation took place from September 23 to September 27 at the International Christian School (ICS) with the assigned group that is Fourth A. For the purpose of this investigation, the instrument used for the class observation is a checklist that has four mayor areas of interest such as class structure, methodology, teacher-student interaction, and content. Each day of the week was used to a specific criteria mentioned before and the purpose of the first day was to take the time to observe and collect general information of the Institution.

Monday September 23rd: Teacher information and general information of the school was collected and the details are as follows.

The Teacher in charge is Licda. Sonia Enriquez. She has a degree in “Educación Especial”, she works since 1989 and has 10 years working at this Institution. The ICS used an American Model, meaning that lessons start on August each year and it promotes International Programs to be taken during the summer.

Regarding the students, it is estimated that 20% of the total population of the Institution are Asians, in this specific group there are 6 out of 17 children. These fourth graders are quiet and respectful, the majority work very fast, they are encourage to read a book every time they finish an exercise given by the Teacher. No familiar or community problems were reported by the Professor. Parents are invited to schedule a meeting any time they feel the need to talk with the teacher or with the principal.

Tuesday September 24th: The class structure was observed, and the following aspects were taken into consideration. *Review of previous day content* was observed and scored as excellent because the Teacher checked the topics of the day before, especially in the Math lessons, where this aspect is evaluated with a daily practice. For the other subjects the topic is mentioned in general terms.

Another aspect observed in class structure is the teacher gives an overview of the *content in logical sequence*, this scored as excellent. Mrs. Enriquez used to write in the whiteboard the topics under the name “objectives of the week” these are divided in categories for example Math, Language Arts, Science, and Social Studies. In addition, a physical schedule is pasted in the wall and it is modified every day. The schedule is also shared online in the ICS Cloud Campus where students and parents have access to that information.

The aspect summarizes *the course content covered*, was scored as excellent. Teacher Sonia wrapped up the lesson with a summary of the topics covered and checked the working sheets or workbooks the same day. She also used to paste “post it” in the aspects that need to be corrected by the students. Moreover, the last aspect of this category is directs preparation for next class. This element was scored as not observed.

Wednesday 25th: the category observed was methodology. The item *the teacher provides well designed materials* was present and grade as excellent. Both Teachers from fourth A and B worked together in the planning of the lesson structure and in the preparation of material for each subject. Furthermore, for the items, *employs non lecture learning activities and employs other tools*, it can be stated that videos and audio books are used by Teacher Sonia, this was rated as excellent.

The element, *invites critical thinking skills and class discussion*, this was observed and scored as excellent, since Mrs. Enriquez used the round table technique to stablish peer discussion during the reading class for the topic story arc. She made a poster with the definition of each part of the story arc such as beginning, raising action, climax, falling action, and resolution. She also reproduced YouTube video called “The Plot Diagram Song.” After that, the students were asked to create their own story using the story arc.

The usage of roundtable is a technique to explain the story arc by the Teacher showed the application of multiple intelligences activities during the class, since this technique stimulates the creativity on the students and they can express and share different point of view, and also generates teamwork.

Regarding the aspect, *delivers well planned lecture or lesson*, it was rated as excellent.

Teacher Sonia is well prepared to cover the topics and she made usage of her vast educational experience. Learning strategies applied in the class such reading comprehension this was applied on Library class where reading comprehension is evaluated by asking questions to the students about the tale that was narrated , explicit teacher modeling, used in Math class (subject delivered in English) in this case Teacher Sonia introduced the topic, then she provided an explanation in the whiteboard. She resolved two exercises as examples and then the students have to work on the Math book, finally she reviewed in the whiteboard the exercises with the whole group. Cooperative Learning applied to individuals who present difficulties during the class and Technology in the classroom, all the students have IPad and the classroom is equipped with a TV.

Thursday September 26th: the area observed was Teacher-Student Interaction where several elements were observed, such as solicits student input this was scored as acceptable. The investigator observed that most of the time this element is used to check together the answer of the exercises rather than ask the point of view of the students.

Regarding the aspect asks and waits sufficient time for students to answer, this was rated as excellent. The Teacher provided sufficient time to the students to express their ideas and to try to formulate the answers in English even when they do not know how to say a word.

The item of involves variety of students and promotes respect to diversity was observed and scored as excellent. Mrs. Sonia promotes the usage of values during the class and breaks, she appealed to the use of good behavior and mutual respect even during recess hours.

Another aspect that demonstrates awareness of individual student learning, this was rated as excellent. The Teacher constantly made floor walk to verify every student is working, she is willing to assist doubts individually and when she identified that several students have the same doubt, she provides a general explanation in the whiteboard.

On Friday September 27th the category of content was checked. The element appears *knowledgeable and well organized* was observed and rated as excellent. The aspect *explains concepts clearly* was also present and scored as excellent because Teacher Sonia has vast experience and she knows the topics very well. Also, another aspect for this category is *relates concepts to students experience* it was evaluated as acceptable, when the SS have doubts she provided examples for a better understanding but these are not related to student experience.

The last element of this category is *multiple intelligences activities usage*. This was evaluated as excellent. Teacher Sonia applied several activities to promote the usage of multiple intelligences present in the group such as videos, round tables, posters and usage of green spaces in the school.

Overall, during the observation all the categories and aspects were observed by the investigator and the majority of them were scored as excellent, since two aspects observed were scored acceptable and only one was not observed. Other elements were observed and documented even when they were not part of the checklist used by the researcher. For example some students showed resistance to the language; however, they must speak English during the classes, breaks and lunch.

The observation provided a good beginning to the investigator regarding multiple intelligences usage. In the first place, the observer hesitated about the presence of the usage of

them in Costa Rica; however, they were observed in International Christian School in different classes such as writing where roundtable technique was used, and the usage of videos for Math and Language Arts. The investigator found an area of opportunity to develop the research since the students, the Teacher, and the school facilities have the desire conditions to conduct the investigation.

4.1.2 Multiple Intelligence Test

The multiple intelligence test was applied on Wednesday October 2nd during the morning, it takes less than 40 minutes to be completed. The investigator chose the test called The Connell Multiple Intelligence Questionnaire for Children. It consisted in eight areas making reference to the eight multiple intelligences to be evaluated. Each area has 4 statements regarding the children likes and preferences. For instance, the first area makes reference to musical intelligence, area two is for visual-spatial intelligence, area number three is for verbal-linguistic intelligence, area four is for bodily kinesthetic intelligence, area number five refers to logical-mathematical intelligence, area six is for interpersonal intelligence, area seven is for naturalistic intelligence, and last area is for intrapersonal intelligence.

Sixteen students out of seventeen were present at that moment of the application of the test. The application of the test was conducted by the investigator, she first provided the instructions and she read area by area with the students, then they put a check mark on those they like the most. After all the students completed the test, the researcher provided a brief explanation of the objective of the test application since the kids have curiosity about the nature of the exam.

The results were varied, the group had several multiple intelligences and represented in Figure 1

Multiple Intelligences Test Results

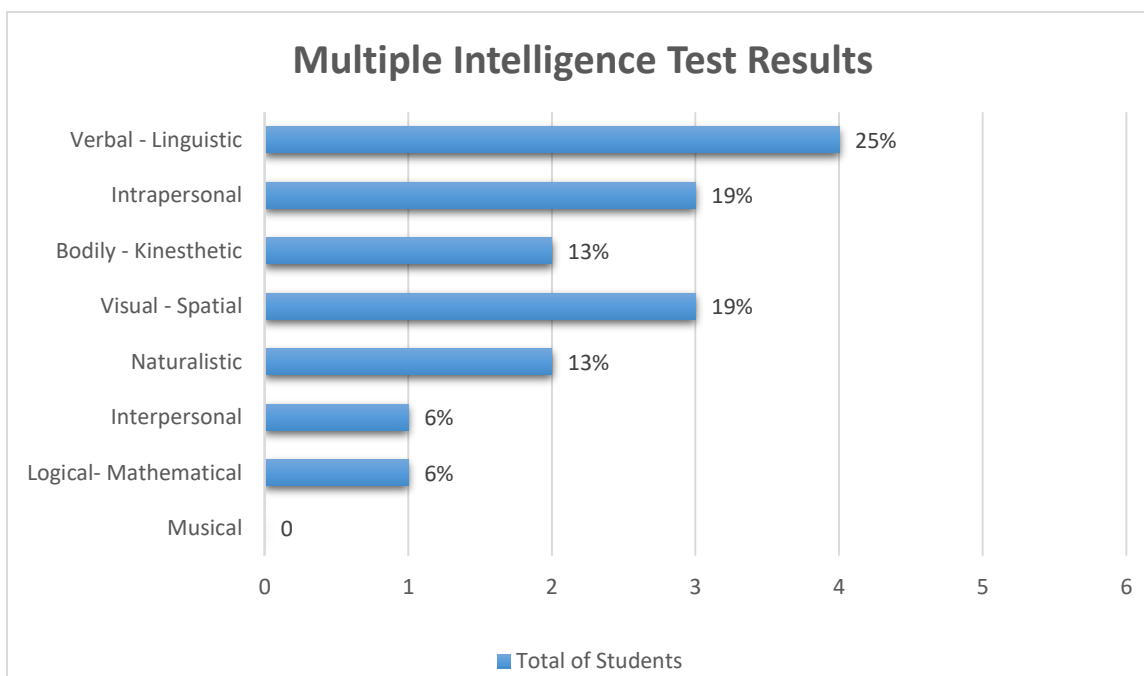


Figure 3 shows the results regarding multiple intelligence of the students.
Source: Researcher's own creation

The above bar figure compares the different types of multiple intelligences. Verbal-linguistic intelligence is the most common, followed by intrapersonal and visual-spatial intelligences. Bodily-kinesthetic and naturalistic intelligence are present as well with the same score. Interpersonal and logical-mathematical intelligences are also present but with less score compared to the two first results. Finally, musical intelligence do not register any result as primary or dominant intelligence on this population.

According to graphic three results, verbal-linguistic intelligence represents the 25% (4 students) of the population meaning that the majority of the ICS fourth A students have this skill as dominant. Regarding intrapersonal intelligence is 19% as well as visual-spatial intelligence represent 19% of the students who have this skill as dominant. Bodily-kinesthetic intelligence is 13% and naturalistic intelligence as well 13% of the population with this primarily skill. In contrast, logical- mathematical intelligence is a 6%, and interpersonal intelligence represents 6% of a total population of 16 students.

Most of the fourth grade students in group A at ICS has verbal linguistic intelligence as dominant skill. This will contribute to the application of the activities proposed by the investigator. The other students who have other skills can participate of the activities since they can be applied to other multiple intelligences as well.

4.1.3 Activity 1: Choral repetition. My neighbor's dog is purple poem.

This activity called choral repetition took place on Monday October 21st during the morning. It was planned to be completed during one lesson (40 minutes) The investigator started the activity with a warm up activity to introduce the topic, the student teacher invited the SS to talk about their pets. After the kids talked a little about their pets, the activity started.

First the poem was read out loud by the researcher, the poem has twelve stanzas and has a funny meaning for the kids. The investigator put intonation on several words to catch the attention of the audience, she used face and hands gestures while reading.

The objective of this activity is to put into practice reading comprehension and voice intonation reading out loud and the completion of the activity was checked using a scoring

rubric. This exercise was applied to fifteen students, two students that are in ESL class do not participated due to their English level.

The aspects took into consideration in the scoring rubric are: delivery, content, and enthusiasm/awareness. Each aspect has a maximum and minimum score, categorized in the following way. Excellent will be represented by number four, very good with number three, good is number two, and for needs improvement number one will be used. The results for the category of delivery as represented in figure four was nine students excellent, they hold attention of the audience, used eye contact, and hand gestures. They spoke with fluctuation in volume and inflection to emphasize the key points of the poem. Five students were grade with very good they had some eye contact and they spoke with satisfactory volume and inflection. Only one student obtained good in the score, he barely made eye contact and spoke in uneven volume with little inflection.

Activity 1: Choral Repetition. Delivery Category Results

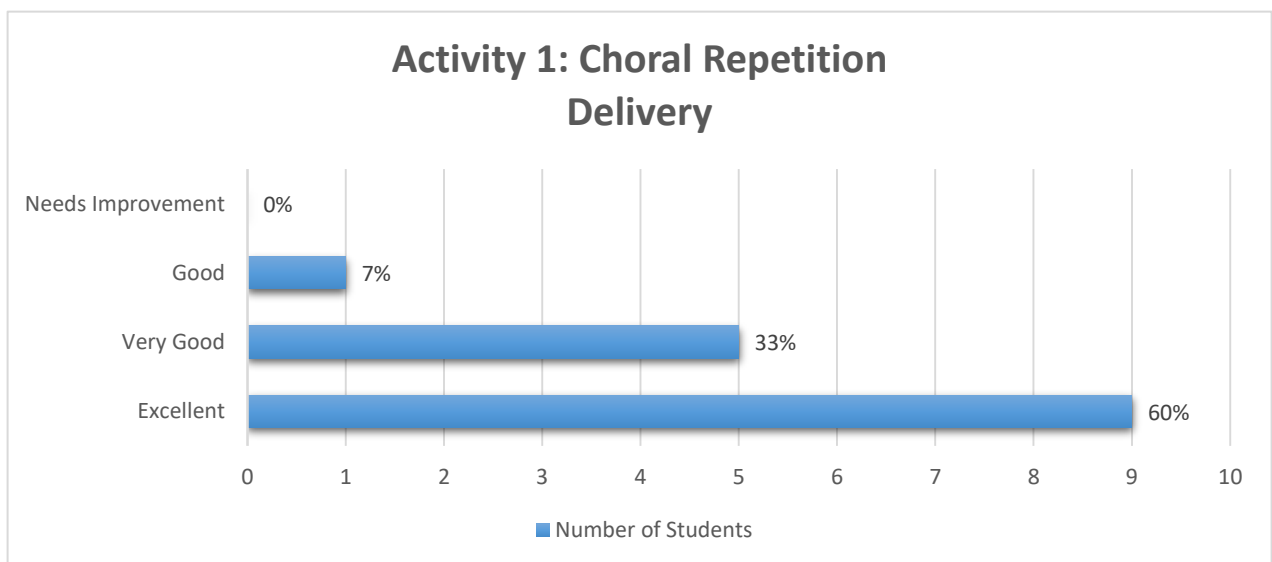


Figure 4 Activity 1: shows the results for delivery category.
Source: Researcher's own creation

The bar figure 4 compares the results obtained by the fifteen students evaluated using the same scoring rubric. Excellent is the most common score obtained, followed by very good grade, and minor quantity obtained good score. In this category the aspect of needs improvement registered quantity zero.

The second category observed was content where eight students reached the maximum score and seven obtained very good score. The eight students understood the activity and actively participated. The other seven students somewhat understood the activity. These results are represented in figure 5.

Activity 1: Choral Repetition. Content Category Results

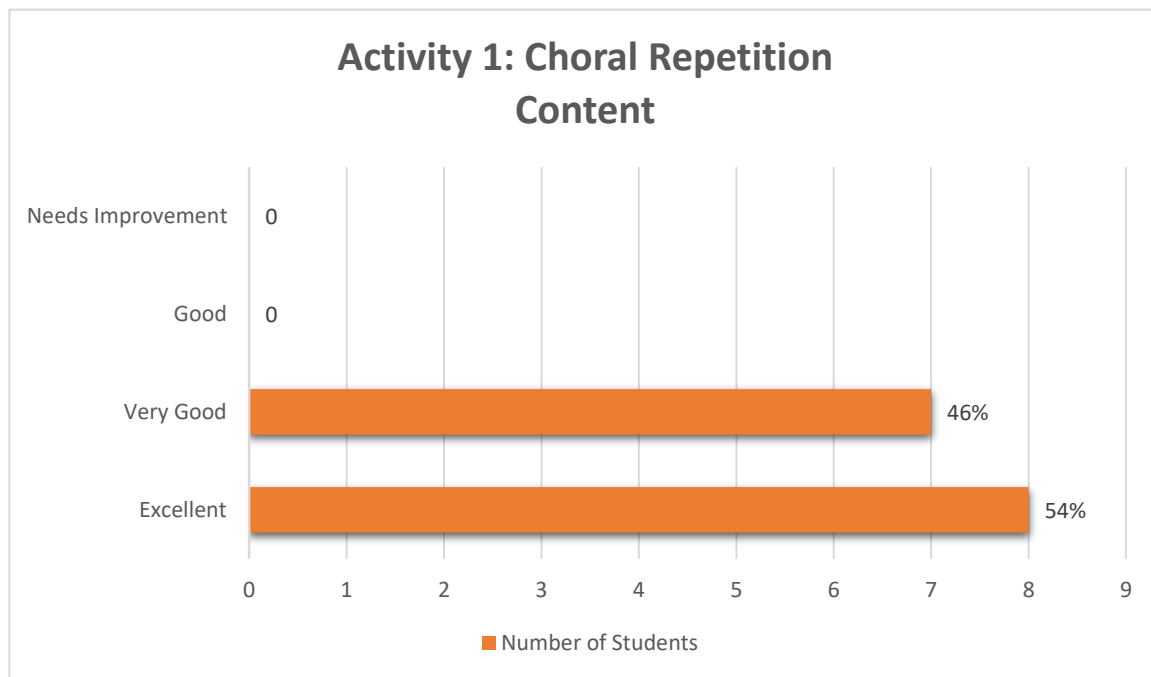


Figure 5 Activity 1: shows the results for content category.
 Source: Researcher's own creation

In figure five only two elements were observed during the delivery of activity one. For this section only the comparison between excellent and very good score is represented, since good and needs improvement obtained zero results. The students who obtained the maximum rate were those who understood what the activity was about and they participated in the oral repetition with an appropriate usage of hand gesture and voice intonation. On the other hand, the students who were scored with very good, they understood the activity as well; however, their hand gesture and voice intonation was not as good as the other students.

Finally, the third category dealt with enthusiasm/ awareness were the results varied again where four students obtained the maximum score, seven had very good score, and four students obtained good score. These information is illustrated in figure six.

Activity 1: Choral Repetition. Delivery Enthusiasm and Awareness Results

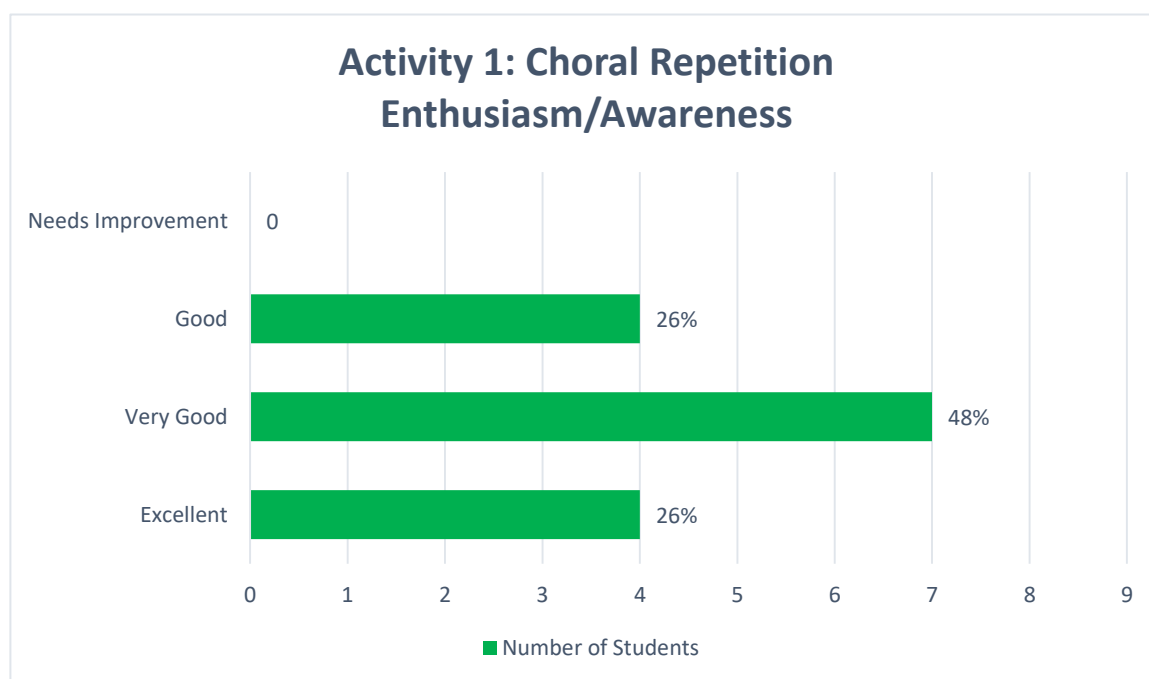


Figure 6 Activity 1: shows the results for enthusiasm category.
Source: Researcher's own creation

The above graphic illustrated the comparison of the enthusiasm among the students. A good number of them liked the activity more than others as showed in the graphic where the category of enthusiasm obtained seven results as very good, four results for excellent, and other four results for good, meaning that all the students liked the activity based on the results of figure six.

Overall the results of the first activity are positive from the point of view of the investigator. The main objective of the activity that was reading comprehension and intonation was accomplished.

4.1.3 Activity 2: Storytelling “The Hungry Dragon”

This activity called choral repetition took place on Tuesday October 22nd during the morning. It was planned to be completed during one lesson (40 minutes length.) The investigator started the activity with a warm up activity that consisted on the review of the story arc steps and invited the students to create a story.

Fist the student Teacher read the beginning of the story and then each student have to pick a word form a jar and based on that word they have to continue the story. The objective of this activity is to put into practice the creativity by creating a new story following the story arc steps and the completion of the activity was checked using a scoring rubric. This exercise was applied to fifteen students, two students that are in ESL class do not participated due to their English level.

The aspects took into consideration in the scoring rubric are: delivery, content, enthusiasm/awareness. Each aspect has a maximum and minimum score, categorized in the

following way. Excellent will be represented by number four, very good with number three, good is number two, and for needs improvement number one will be used.

The results for the storytelling activity is represented in figure five. The results for the category of delivery as represented in figure seven where three students was scored with excellent, ten with very good, and two with needs improvement.

Activity 2: Storytelling. Delivery Category Results

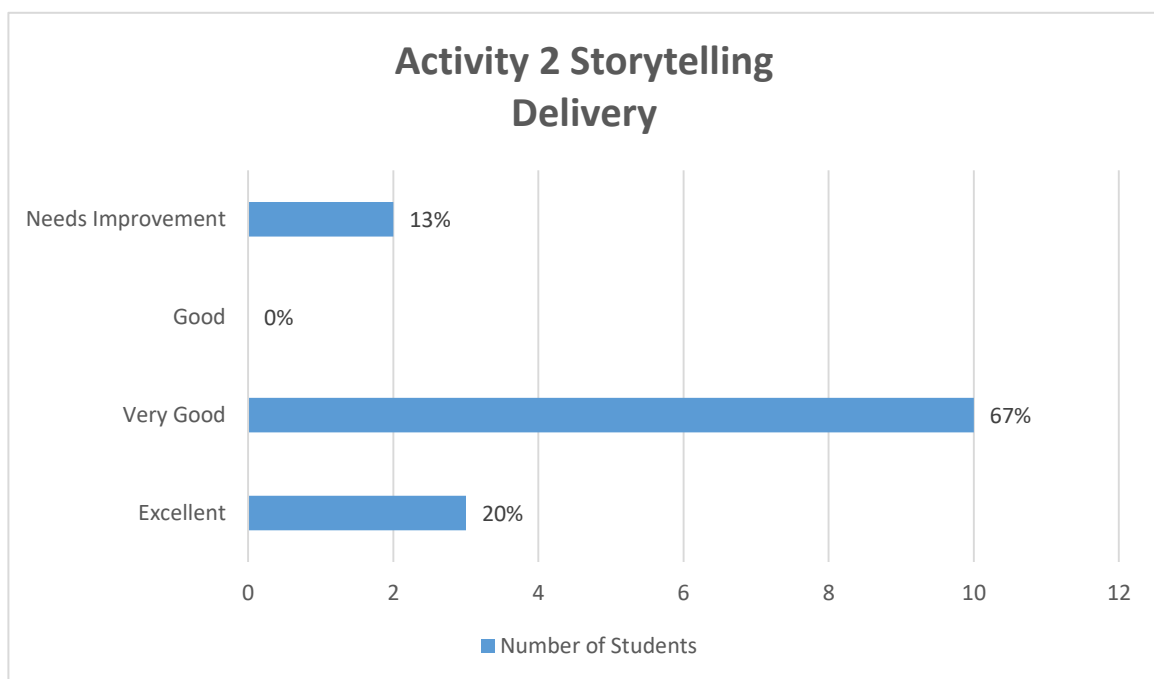


Figure 7 Activity 2: shows the results for delivery category.
Source: Researcher's own creation

The students who obtained the maximum score know the meaning in the words selected and they made between three to four sentences as part of their story, they were excited about the

story and sometimes help other students with ideas. The students that obtained very good score, they know the meaning of the words as well but they made three or two sentences, they required more time to build the sentences to continue the story. Two students with the minimum score, they know the meaning of the words but they barely made one sentence stating that they do not know what to tell about the story.

Regarding the content category, all the students understood the activity and they know the meaning of the words used to build the story, the results are represented in figure eight.

Activity 2: Storytelling. Content Category Results

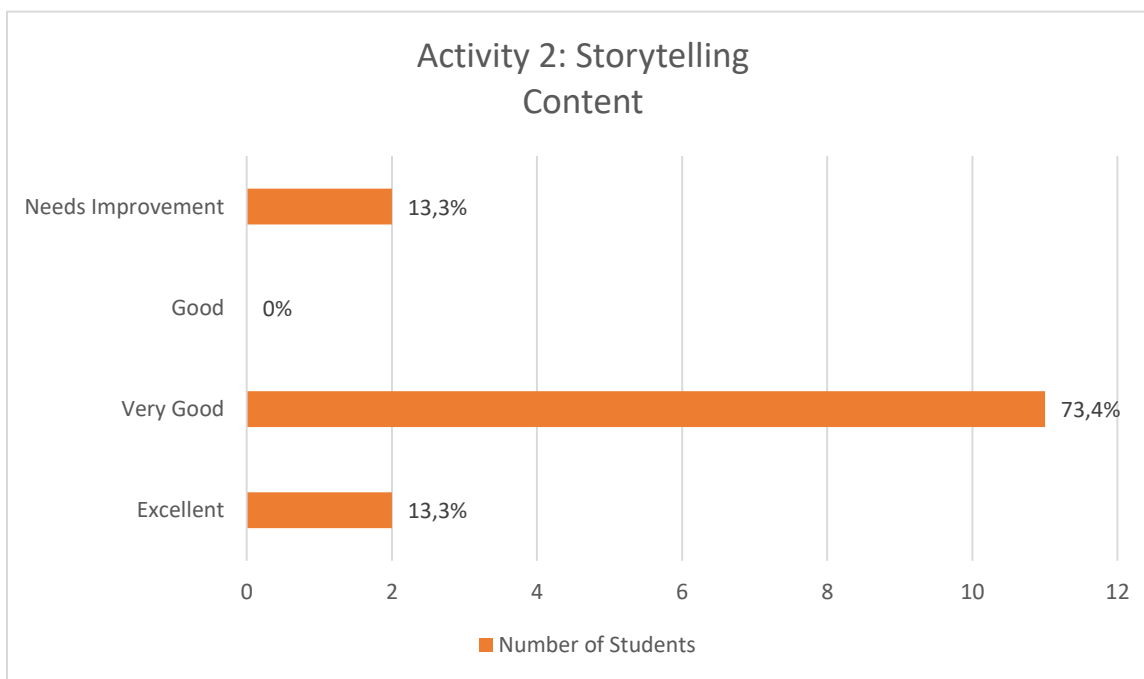


Figure 8 Activity 2: shows the results for content category.
Source: Researcher's own creation

According to figure eight, two students rated as excellent understood the meaning of the words and they contributed with coherent sentences using the vocabulary from the jar, the

pronunciation of the words was correct and the ideas had coherence with the beginning of the story. Eleven students obtained very good as score, they made coherent sentences however they contribute with two sentences, the pronunciation of the words was correct. The students tried to link their sentences with the story that was built by their peers.

Finally, the two students with the minimum rate they only provide one sentence without any link to the previous narration of their classmates.

The category evaluated on this activity is enthusiasm/awareness, these results are illustrated in figure nine.

Activity 2: Storytelling. Enthusiasm and Awareness Category Results

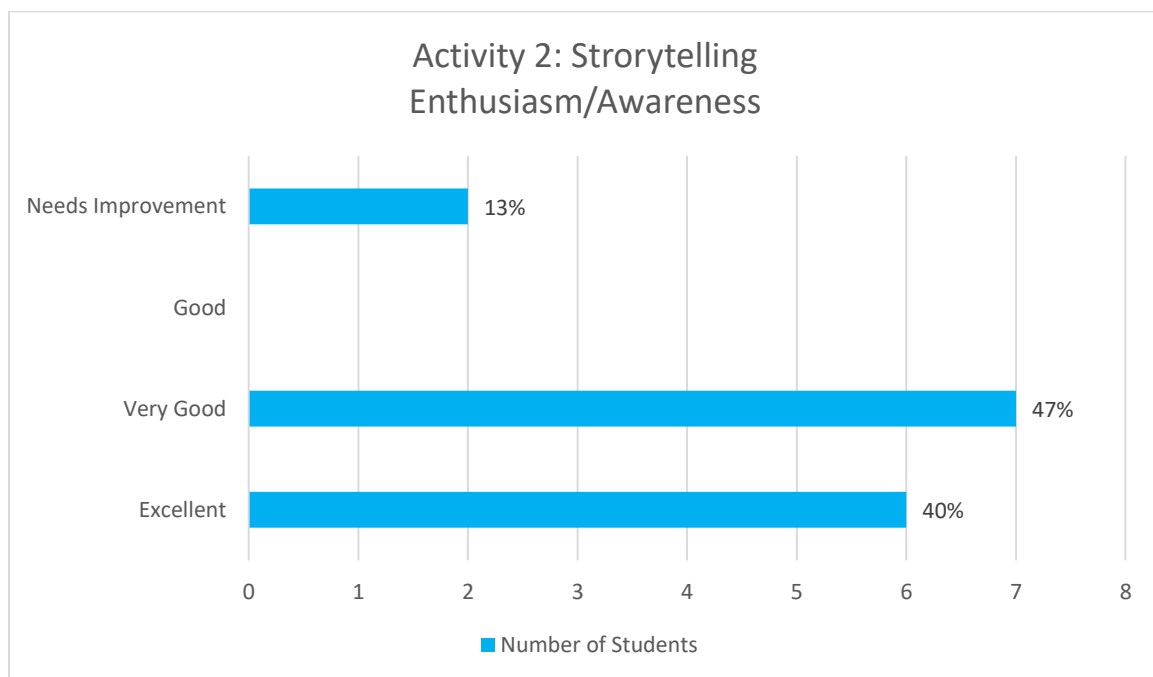


Figure 9 Activity 2: shows the results for content category.
Source: Researcher's own creation

In figure nine, enthusiasm/awareness had six students rated as excellent, seven obtained very good, and two scored as needs improvement. The total of thirteen students were excited with the narration of the story, they provided sentences with details of the fiction animal, in this case the dragon. They used the words from the jar but they also contribute with other vocabulary to add action to the story they were creating.

On the other hand, two students showed no interest in the story, they barely participated and they did not link their sentences with the rest of the story.

4.1.4 Activity 3: Listening of Song “Roar”

The listening activity took place on Wednesday 23rd, this activity it was planned to be completed during one lesson (40 minutes). The evaluation of this activity was focus on the amount of words the students were able to complete and the spelling of the words was evaluated as well. The investigator selected thirteen words to be completed by the students.

The activity started with a warm up that consisted in listening to the song Roar by Katy Perry, it was selected by the investigator since it was a nice message that encourage the audience to be brave, in addition, the researcher considered important to choose an artist that the kids know. The results of words (quantity and spelling) obtained are illustrated in figure 10.

Activity 3: Listening Activity. Song Roar

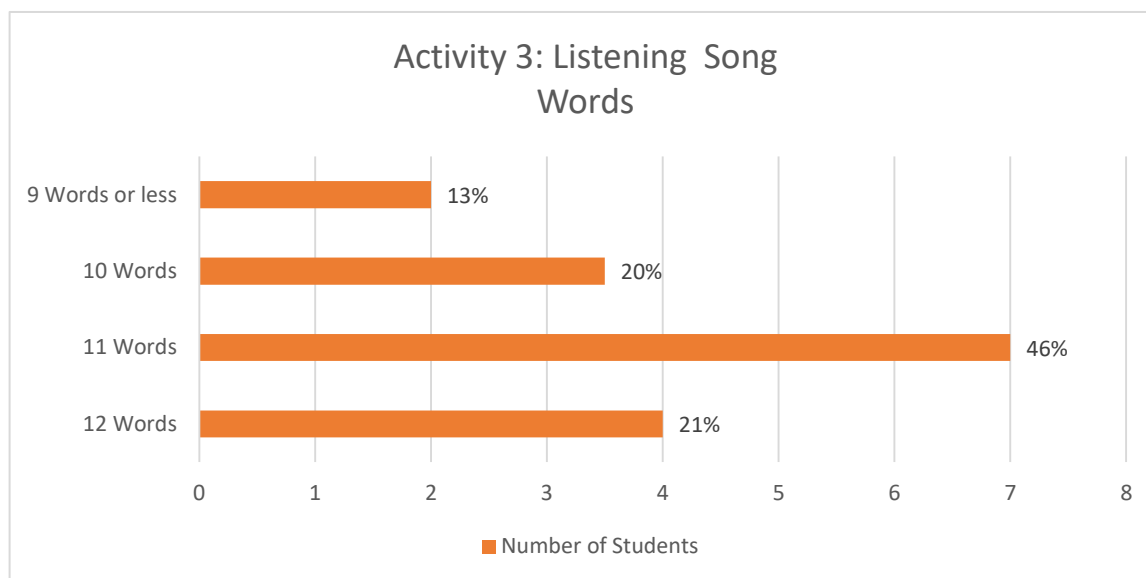


Figure 10 Activity 3: shows the results of words obtained per student.
Source: Researcher's own creation

Regarding figure 10, the results showed that the majority of the students obtained a good number of words, between 10 to 12 words listened and wrote correctly. On the other hand, only a few students presented difficulties to catch the words they able to complete only two words out of thirteen, the words were wrote correctly.

The observer checked the results of the multiple intelligences tests and compared the results of the listening exercise with the dominant intelligence present in the two students who had difficulties to complete the words and she observed that those students with the minimum words completed have visual- spatial intelligence as dominant. While the quantity of students who obtained the majority of words 12 in total they have verbal – linguistic intelligence as dominant. An finally the other group of students who were able to complete between ten to eleven words they have musical, bodily- kinesthetic, and intrapersonal intelligences as dominant.

4.1.5 Activity 4: Dramatization of “The Magic Tree Tale.”

The listening activity took place on Thursday 24th, this activity it was planned to be completed during one lesson (40 minutes length.) The investigator started the activity with a warm up activity asking the students to comment about daily situations at school or home where they have to act politely.

First the investigator read the story to the students and they have to identify the moral of the tale. After that, the students have to work in groups and dramatize the story moral applied to a situation they had in the school. They will present the drama in front of the class. This activity will be evaluated thru the usage of scoring rubric.

The aspects took into consideration in the scoring rubric are: delivery, content, enthusiasm/awareness. Each aspect has a maximum and minimum score, categorized in the following way. Excellent will be represented by number four, very good with number three, good is number two, and for needs improvement number one will be used.

The results for the dramatization activity are represented in figure eleven where nine students obtained the highest score, other six rated as very good, and good and needs improvement categories were not observed.

Activity 4: Dramatization. Delivery Category Results

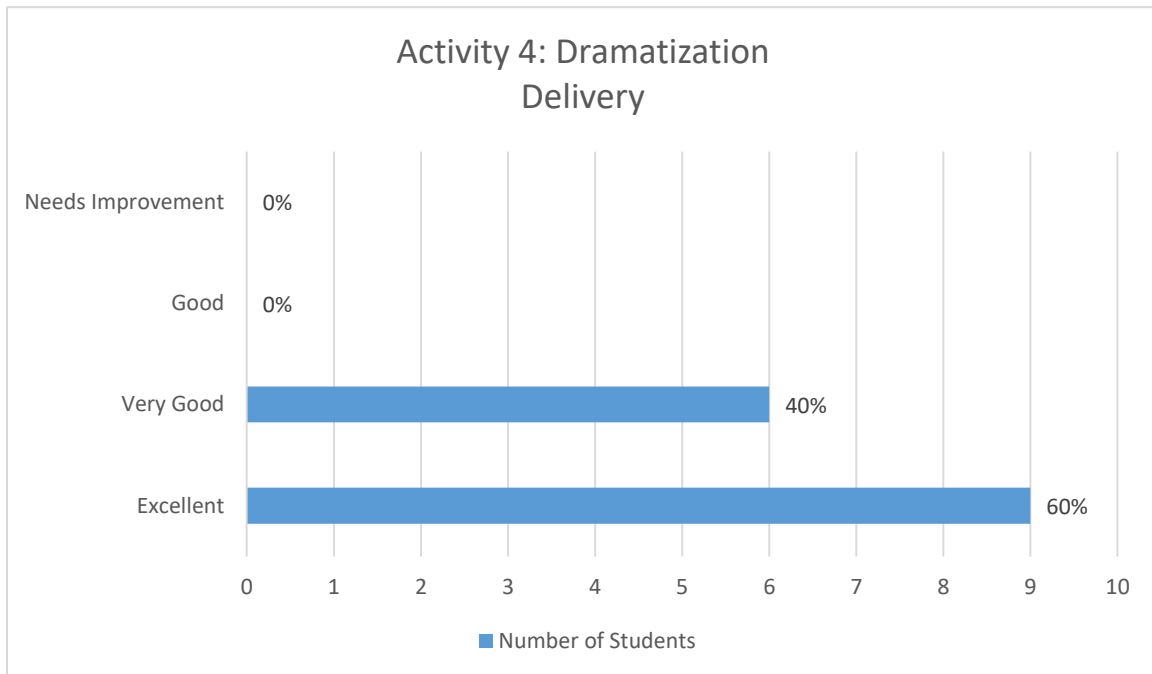


Figure 11 Activity 4: shows the results for delivery category.
Source: Researcher's own creation

As represented in figure eleven, during the delivery of the dramatization seven students showed very good eye contact with the audience and they made a very good usage of voice volume and intonation. In addition, their body language helped to represent the moral of a situation they had in school where the moral of the tale was applied. The other six students rated as very good, they also had good eye contact, but their body language were not as good as the other seven students. Their daily representation was from school as well.

Regarding the content category, most of the students understood the activity and the moral of the story. The results for this category are represented in figure twelve.

Activity 4: Dramatization. Content Category Results

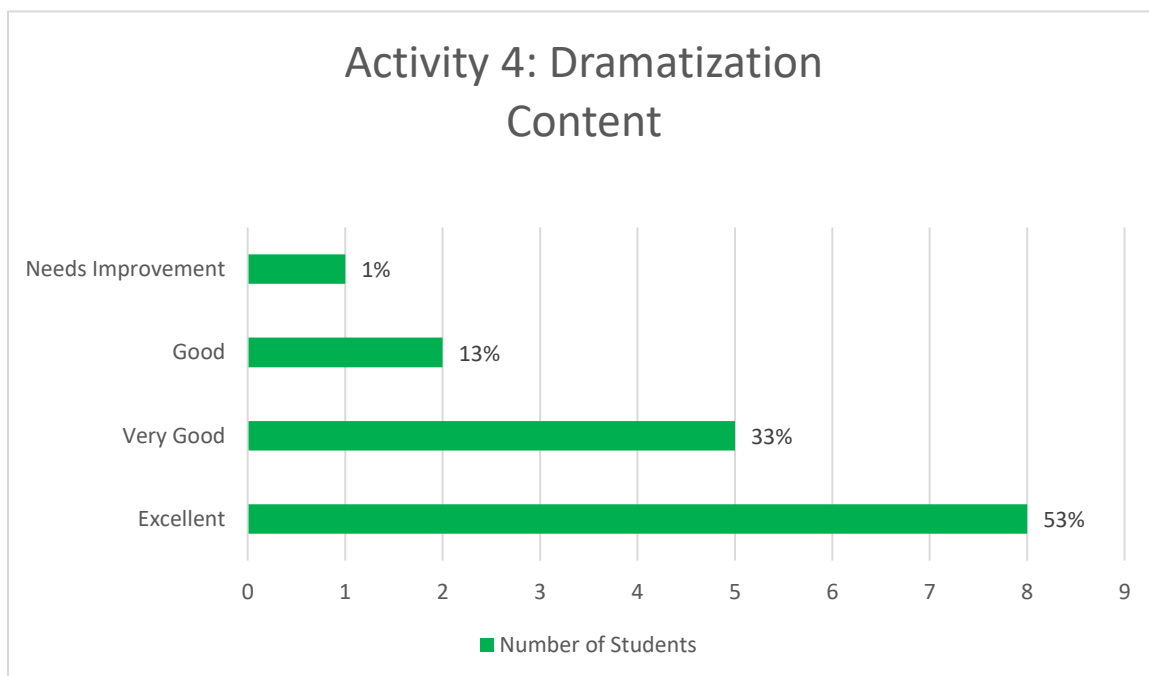


Figure 12 Activity 4: shows the results for content category.
Source: Researcher's own creation

According to figure 12, eight students rated with excellent understood the activity and the moral of the story, they were able to represent a daily situation from school based on the story moral. All the participants of the group participated with ideas, they made good usage of vocabulary and complete sentences. Other five students obtained very good score, they understood the moral of the tale as well and work together to represent a situation from school.

Their vocabulary was good and the sentences were coherent. On the other hand, one student was scored as good because he understood the moral of the tale and the activity; however, his participation with the group was limited, he performed the drama but did not provide many ideas to set up the scene. Finally, one student was rated as needs improvement

because he did not get the moral of the story, while the member of his group were discussing the details of the dramatization this student was painting and was not paying attention to the activity.

The enthusiasm category is represented in figure thirteen where the majority of the students showed interest in the activity. Eight students obtained excellent score, five students obtained very good, one was rated with good, and one obtained needs improvement score.

Activity 4: Dramatization. Enthusiasm and Awareness Category Results

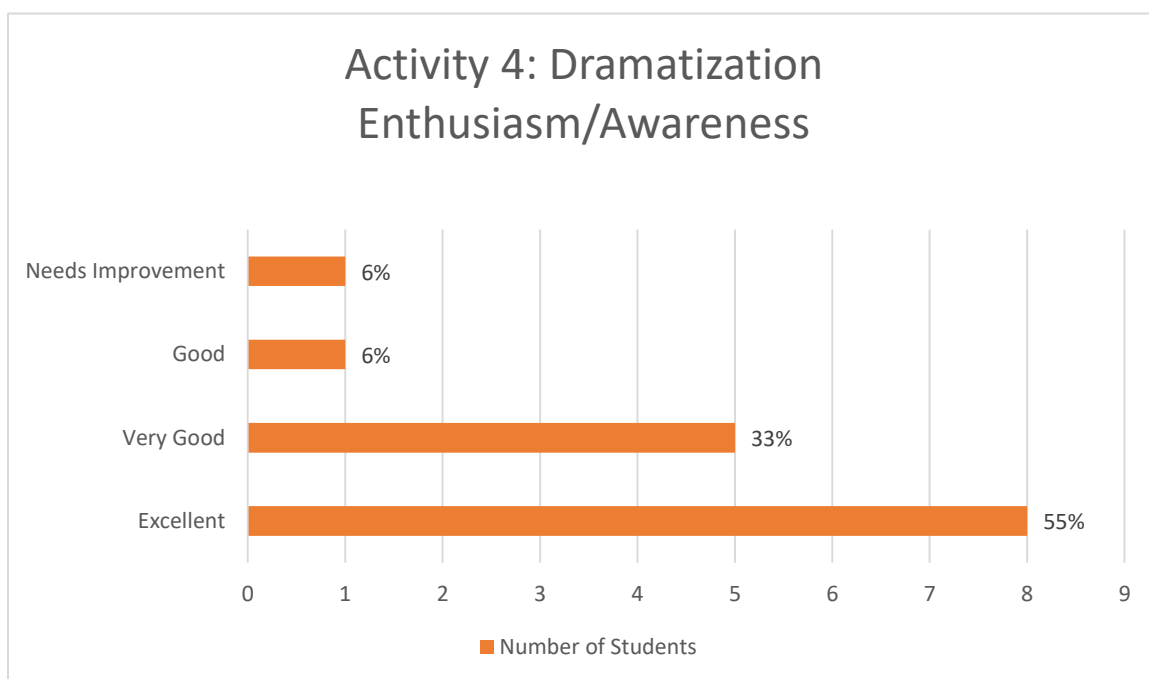


Figure 13 Activity 4: shows the results for enthusiasm category.
Source: Researcher's own creation

Regarding figure 13 the enthusiasm category in the activity had positive results showing that the majority of students enjoyed the activity with thirteen results out of fifteen for this purpose. The detail of the results is the following: eight students were rated as excellent since they demonstrates strong enthusiasm about topic and they brought several ideas to make the

drama representation. In addition, they convince an audience to recognize the validity and importance of the subject.

The results rated as very good were five students who had enthusiastic feelings about the topic, they participated with ideas to deliver the presentation. They also raised the audience's understanding and awareness about the topic. One student obtained a good score since his participation was limited and showed little signs of interest regarding the topic. Finally, one student was scored with needs improvement, he showed no interest in the activity and his participation was not significant for the group.

4.1.6 Interview to ICS Teacher regarding Multiple Intelligences

The objective of this interview is to get information about what the teacher thinks about the topic and the application of these types of activities in her class. The interview has six open questions.

The results of the interview are the following, the first question asked about her thoughts about MI, her answer was "I think it is important for teachers to know about them so they can better plan and help their students."

Question number two is about her opinion of verbal linguistic activities in the class, she said "I think it is very important because using verbal skills make them practice what they already know. Production is key to learning a new language."

For question number three the investigator asked about the enhancement of oral skills through verbal linguistic activities, her answer was "yes, it provides practice." Question number

four was about the usage of some verbal linguistic activities in her classes, she said “yes, the students must speak in English always, I try to include verbal linguistic activities in each class.”

The fifth question asked about her motivation to introduce new strategies to teach, for this her response was “the implementation of new strategies is very important because students should be exposed to different kinds of activities, they will learn faster and better.

Finally, the last question was to know her opinion about the implementation of Multiple Intelligences activities in the Costa Rican education system, she said “yes, I think it should be included. It would help students to understand and work better.

In general, the activities applied by the investigator showed positive results for the purpose of the research. The students had a good participation and they were able to complete the activities without complications. The activities were completed in the time frame established and evaluated the same day they were applied.

The observer documented the results and conclude that the activities were appropriate for the group, since they were according to their level. Enhancement was observed in the students along the development of the activities, at the beginning they felt shy but then they felt confident so that elevated the participation and that led to increase the oral production during the activities.

CHAPTER V

Conclusions and Recommendations

5.1 Purpose of the conclusion

In a globalized world, English oral skills have become a priority, therefore, plan studies have been modified to include more activities to activate and improve this skill. The students have to be able not only to communicate in English but also to be able to think in English in order to build ideas and/or arguments to share with others in oral way. Consequently, the multiple intelligences theory offers several approaches to support the learning experience, through the application of different activities in the classroom or at home to enhance the language skills. In this thesis, the researcher conducted an investigation regarding multiple intelligences origins and the application of multiple intelligences activities in English classes. The investigator was emphasized on the verbal linguistic activities to enhance fluency in fourth at International Christian School.

5.2 Conclusions

5.2.1 To analyze the impact of applying the multiple intelligence theory in the enhancement of oral production in fourth graders during the third quarter of 2019

The general objective as stated before intended to analyze the contribution of Multiple Intelligences activities to enhance oral skills, so the students can be able to produce clear sentences and have clarity of speech and effective communication. The activities applied by the investigator to fourth graders at International Christian School included several areas of oral

skills such as listening, speaking, and vocabulary. The activity that contributed greatly to the purpose of creating and evaluating oral production was the storytelling, since the students used their creativity to build a story using a word given by the investigator. Moreover, it has to be stated that they knew the meaning of the words and how to use them appropriately to build a story together and express it in oral way. Therefore, it was concluded that multiple intelligence activities contributed to oral production as they motivated the students to perform tasks they already know, but from another perspective; that is the activation of the senses and taking into account the different ways of learning.

5.2.2. To determine the effectiveness of verbal-linguistic activities for improving oral production in fourth graders during the third quarter of 2019

The analysis of the effectiveness of verbal-linguistic activities was observed through the application of four concrete activities. The first activity called choral repetition has for purpose to put into practice voice intonation and reading comprehension by reading to a poem and then repeat it out loud using correct voice intonation. The second activity was storytelling with the objective of using story arc strategy and learn new vocabulary. The third activity dealt with listening skills where the students have to listen to a song and complete the lyrics of it. Finally, the last activity was a dramatization where they have to put into practice all the elements together that were evaluated in the previous activities.

The effectiveness of these activities was evaluated using scoring rubrics focused on the delivery, content, and enthusiasm categories. The results obtained in the different activities showed enhancement in fluency and speaking. For example, for fluency the choral repetition activity represented enhancement in accuracy since the students were able to pronounce word

correctly. Rate characteristic was also present since the kids read using pauses according to the poem in the activity. And expression was the element last element presented in the oral delivery because the students reproduce the poem in oral form by using proper intonation, volume, and emotion.

The listening activity contributed to enhance speaking since listening is a key element for communication. In this activity appreciative listening was applied with the intention to complete a song lyrics, then they shared in oral with the rest of the class how they felt about the song and what message they get from it, that way they communicate with each.

Storytelling and dramatization activities contributed with the enhancement of speaking where the students showed good results in vocabulary, grammar, and pronunciation. They were able to produce complete and coherent sentences to represent the messages in the activities.

For the purpose of this investigation, it was concluded that the effectiveness of verbal linguistic activities was tested through the implementation of four activities and evaluated by the instruments used by the researcher. This improvement was detected by the comparison of the initial state of the students and the final state after the implementation of the activities.

Therefore, the investigator supported by the overall results of the scoring rubrics used in three activities, can state that there was positive indicator that allowed the improvement of the students. The results went from very good to excellent concerning the delivery category that dealt with eye contact, correct usage of volume and intonation, as well as body language.

5.2.3. To apply verbal-linguistic activities for improving the oral production in fourth graders during the third quarter of 2019

The activities applied for this purpose were choral repetition where they have to use correct voice intonation and body gestures when reading out loud the poem, after that they expressed their feelings about having pets. The students were able to express their feelings and experiences with their pets, they performed a good oral participation on this activity.

The second activity was storytelling, where they have to use a word bank and create a story that was coherent and they have to express their ideas by using complete sentences, not only a few words.

The third activity was to apply listening skills and try to complete the lyrics of a song with correct spelling a total of thirteen words the majority of the students completed the song lyrics with correct spelling.

The fourth activity was the dramatization of a tale, the students have to first identify the moral of the tale and then made a representation of it applied to a daily situation at school or home. The objective of this activity was to use art to inspire positive action in the students. This was the closure activity since the students put together all their knowledge and experience of the previous activities.

Overall, the students were able to complete all the activities without complications. The choral repetition helped them to realize the importance of intonation, the investigator made a comparison by reading the poem without voice variation, then when the poem was read together with intonation they noticed the difference.

The listening activity was enjoyed by all the students, especially the girls who participated more when they share thoughts about the song message. This activity was completed without complications; however, the investigator noticed that it resulted more interesting for the

girls rather than to the boys, they would prefer another type of song but they were able to complete the lyrics correctly.

Finally, the storytelling and dramatization activities took the whole forty minutes planned for each activity since they involved oral production created by the students, they took time to think the sentences to complete the tale for story telling activity. In addition, in the dramatization activity made the students to create dialogues to communicate the moral of the story and to represent it based on a daily situation. These two activities required more time to be executed than choral repetition, but it did not represent any complication to the students to complete the activities.

During the development of the activities and linked with the previous observation, the storytelling activity was the exercise where more oral production was created by the students, they used their imagination and the vocabulary they know to put sentences together to build a story. It was concluded that in this activity, the dialogue was produce among them, since they were orally sharing ideas to the classmates who took more time to think “what to say”. This interaction was part of the objective because this encouraged them to communicate in English.

5.2.4. To evaluate the outcomes of applying verbal-linguistic activities for improving oral production in fourth graders during the third quarter of 2019

The results of the four activities applied were documented in chapter four and represented in graphics to record each category of the scoring rubric such as delivery, content, and enthusiasm. All the activities were completed by the students with positive results for the purpose of the investigation based on the outcomes presented in chapter four, where the graphics showed the results obtained for each activity.

The improvement was observed and recorded in the scoring rubrics, the comparison was made between the class observation during a week where the investigator noticed that the students were able to speak English; however, they have difficulties to create dialogues and new sentences in oral way. The students are accustomed to write sentences and stories and that is a challenge for them because they do not have motivation to write or create a story.

The observation notes were taken into consideration to plan the activities. The investigator developed activities to help to improve the areas of oral production. After the implementation of the second activity that was storytelling, the investigator documented the improvement in the production of sentences in oral way the comparison was made with an activity made by Mrs. Sonia where she asked them to write a free topic story using the story arc elements, the results were not good since only two students complete the task. In contrast, with the storytelling activity made the investigator this time they have to create a story as well but together and in oral way using a word bank to help them to create the ideas from a word related to the title of the tale, the hungry dragon. The results were positive because three students build two or three sentences, ten students created between one and two sentences each one, and the area of improvement were two students who barely provided half sentence.

For the final activity, that was dramatization the students were confident and this was reflected in their participation level and oral production. They used their creativity, vocabulary, and grammar knowledge to create a scene in front of the class. The students showed interest and motivation toward the activities, since they are used to make the same kind of activities like working sheets and investigation projects based on writing skills. Thus, it is concluded that verbal-linguistic activities helped for this purpose because they can use several skills such as the ability to speak, articulate, and express themselves.

5.3 Restatement of the Research Question

The previous chapters emphasize how verbal-linguistic intelligence activities can enhance fourth graders oral production. The importance of this study was to analyze the effectiveness of using verbal linguistic activities to enhance oral production in the students. The improvement of these skills in the apprentices will provide new tool to have better oral communication among them.

How verbal-linguistic intelligence activities can enhance fourth graders oral production during the third quarter of 2019?

The answer for this was built step by step through the application of four activities that involved verbal linguistic intelligence application. The activities were applied from general to specific starting with a choral repetition that required basic skills to be completed and ended with a dramatization activity that required specific skills to be accomplished.

Choral repetition activity was a good warm up to introduce the other activities developed by the investigator, not only for the positive results obtained but also for the reaction of the students, they expressed to the researcher that they enjoy these types of activities because most of the time they work with working sheets and written project for language arts.

The storytelling results were positive as well, since the investigator had the opportunity to compare an activity made by the school Teacher and the other made by the researcher. The Teacher asked the students to write free topic story using the story arc elements (as beginning, raising action, climax, falling action, and resolution) in this exercise only two students out of fifteen wrote short sentences, the students had the common “I don’t know what to write” issue.

On the other hand, when the investigator asked them to build a short story, she provided a topic, a brief beginning of the story, and a word bank to utilize in the construction of the story,

but this time it will be in oral form and they were motivated to use their imagination. The students were able to generate coherent sentences in complete form using the word bank as base but also introducing vocabulary that they already know. The maximum score was for the students that constructed between three or two sentences each, other contributed with one or two sentences. The investigator observed that the kids who build more sentences were constantly providing ideas to their classmates. In this way the objective of the activity was accomplished since it generated dialogues among them.

An important aspect to reinforce the speaking skills is the listening part. Once the investigator had the chance to generate dialogues with the previous activity, it was time to elevate the confidence and motivation of the students through the application of the listening activity, they listened a song from an artist that they know and like her music. This time the students were asked to complete the song lyrics and the spelling will be evaluated as well.

In contrast to the regular spelling classes they have to memorize words and they are ask to choose ten words out of twenty and build a word pyramid. The listening activity evaluated the spelling of the words too but the difference was the motivation as a result of the usage of music to activate their feelings and elevate their interest in the activity and most of the students completed the lyrics with the correct spelling.

Finally, the last activity was used by the investigator to tight together the previous experiences and results from the previous activities. The dramatization activity objective is to have an oral representation in front of the class based on a story called the magic tree, the students heard the narration from the Teacher and they had to find the moral of the story then applied it to a daily situation.

The results of this activity was positive since the students were able to make a good oral presentation with the dialogues built by them based on their daily experiences at school. They use good eye contact, voice intonation and they showed interest and enthusiasm.

Overall the results of the activities helped the investigator to answer the question how verbal-linguistic activities can enhance the speaking fluency in fourth graders from International Christian School. The investigator observed that the difference lied on the motivation of the students to perform the exercises, they felt excited with the approach used by the researcher who invited them to be creative and to express themselves in oral way. As a result, the oral production was improved by the application of the activities chose by the investigator that were simple but well planned and the topic of the stories helped to catch the student interest and led them to feel identified with things or experiences that are present in their environment such as pets that was the warm up for the poem in the choral repetition activity or the importance of saying please and thank you in the moral of the dramatization story these elements present in their daily interaction in school and home.

Finally, in comparison with the first observation made in middle September, where the students were used to work most of the time applying written skills and they have difficulties to express their feelings and thoughts in oral way. After the application of the activities, the students were able to produce small dialogues to communicate among them and also are motivated and confident to express their feelings and ideas in oral way.

5.5 Recommendations

The institution where the research was developed has educational resources that could be better used by teachers, they can introduce more activities that involves not only verbal linguistic, but other intelligences as wells such as listening activities or science experiments where the students can interact more with the environment and other classmates as well. It is important to cut with the daily routine of the classes that led to lack of interest and motivation in the students.

The investigator observed that the lesson plans provided to her have an area of opportunity in the part of warm up, most of the time the warm up use in this group was to read the instruction of the exercise, instead of having an interesting or catching introduction to the topic.

In general the study plan from ICS is based on Logical Mathematical approach, this subject is the one that has lessons every day, two lessons of forty minutes are used every day for this purpose. In contrast, the school promotes the usage to English language as a must to accustom the students to the language; however, the language arts program is most based on reading and writing activities. The investigator recommendation is to introduce more speaking activities to generate this practice in them, even when they speak English always, it is important to conduct activities to reinforce fluency, accuracy, vocabulary, and pronunciation.

Appendixes

Appendix # 1

Classroom Observation Checklist

Name:

Date:

Class Observed:

Time:

Observer:

Department:

Purpose: to track in easy and clean way that is looking during the class delivery

Institution:

	Excellent	Acceptable	Needs Improvement	Not Observed
Class Structure				
Reviews previous day course content				
Gives overview of day content in logical sequence				
Summarizes course content covered				
Directs preparation for next class				
Methodology				
Provides well – designed materials				
Employs non lecture learning activities				
Invites critical thinking skills and class discussion				
Employs other tools/instructional aids				

Delivers well-planned lecture or lesson				
Teacher-Student Interaction				
Solicits student input				
Asks and waits sufficient time for SS to answer				
Involves Variety of SS and promotes respect for diversity				
Demonstrates awareness of individual student learning				
Content				
Appears knowledgeable				
Appears well organized				
Explains concepts clearly				
Relates concepts to students experience				
Usage of multiple intelligences activities				

Appendix # 2

Face to Face Interview

Teacher Name:

Institution: International Christian School

Purpose: to get deep information on how the teacher thinks about Multiple Intelligences and her motivation/interest of using them in the class

1. What do you think about multiple intelligences?
2. What is your opinion of the inclusion of verbal linguistic approach activities in the class delivery?
3. Do you think verbal linguistic approach activities help to enhance oral skills?
4. Do you apply some of this techniques during your lessons?
5. What is your motivation towards the implementation of new strategies to teach?
6. Do you think Costa Rica system education can include more activities based on MI in the English program?

Appendix # 3**Scoring Rubric**

Name:

Score:

	4—Excellent	3— Very Good	2—Good	1—Needs Improvement
Delivery	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes <ul style="list-style-type: none"> • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	Consistent use of direct eye contact with audience, but still returns to notes <ul style="list-style-type: none"> • Speaks with satisfactory variation of volume and inflection 	Displays minimal eye contact with audience, while reading mostly from the notes <ul style="list-style-type: none"> • Speaks in uneven volume with little or no inflection 	Holds no eye contact with audience, as entire report is read from notes <ul style="list-style-type: none"> • Speaks in low volume and/or monotonous tone, which causes audience to disengage
Content/ Organization	Demonstrates full knowledge by answering all class questions with explanations and elaboration <ul style="list-style-type: none"> • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence 	Is at ease with expected answers to all questions, without elaboration <ul style="list-style-type: none"> • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports 	Is uncomfortable with information and is able to answer only rudimentary questions <ul style="list-style-type: none"> • Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the 	Does not have grasp of information and cannot answer questions about subject <ul style="list-style-type: none"> • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions

		conclusions	subject; includes very thin data or evidence	
Enthusiasm/ Awareness	Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject	Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points	Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points	Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic

Appendix # 4

Lesson Plan



4th Grade
LANGUAGE ARTS
Mrs. Rivera

<p>Week NO. 13 Date: October 21st – October 25th</p>
<p>Essential Questions (s): What is the importance of correct intonation?</p>
<p>Content: My Neighbor’s Dog is Purple Poem</p>
<p>Lesson Skills</p> <ol style="list-style-type: none"> 1. Reading of the poem 2. Repeat out loud the poem together

Lesson Structure			
Lesson No.	Description	Learning Experience	Resources
<p>Monday 1 Lesson</p>	<p>Warm Up: Topic will be introduce by having a little conversation about pets.</p> <p>Development: Read the poem to the students. Students will have 5 minutes to read individually and comprehend the poem. They will repeat the poem out loud together using correct voice intonation and body gestures.</p> <p>Conclusion: Check work done. The teacher will use a scoring rubric.</p>	<p>Students will work in their reading. They will put into practice reading comprehension and voice intonation reading out loud.</p>	<p>My Neighbor’s Dog is Purple Poem</p>

Appendix # 5

MY NEIGHBOR'S DOG IS PURPLE

My neighbor's dog is purple.
Its eyes are large and green.
Its tail is almost endless,
The longest I have seen.
My neighbor's dog is quiet.
It does not bark one bit.
But when my neighbor's dog is near,
I feel afraid of it!
My neighbor's dog looks nasty.
It has a wicked smile.
Before my neighbor painted it,
It was a crocodile!

BY JACK PRELUTSKY



Appendix # 6

Lesson Plan



4th Grade
LANGUAGE ARTS
 Mrs. Rivera

Week NO. 13 Date: October 21 st – October 25 th
Essential Questions (s):
How can we use storytelling to help solve everyday problems?
Content:
The Hungry Dragon Tale
Lesson Skills
<ol style="list-style-type: none"> 1. Listen to the beginning of the tale 2. Create the story using the story arc strategy

Lesson Structure			
Lesson No.	Description	Learning Experience	Resources
Wednesday 1 Lesson	<p>Warm Up: review orally the steps of the story arc strategy and invite them to create a new story.</p> <p>Development: Read the beginning of the tale to the students Students will listen to the narration of the beginning of the story. They will pick a word from the jar and based on that word they have to continue the story. They have to follow the story arc (rising action, climax, falling action, and end)</p> <p>Conclusion: Check work done. The teacher will use a scoring rubric. Read the real tale.</p>	Students will work in their storytelling by the usage of story arc strategy and will learn new vocabulary.	The Hungry Dragon Tale

Appendix # 7

The Hungry Dragon Tale

Deep in the mountains lived a dragon. Every hundred years he wakes up. He is very hungry. 'I want some breakfast,' he said.

He went down the mountain to the village. He saw a boy. 'Yum, a boy for breakfast!' 'Don't eat me!' said Sia. 'I'll give you some food.' Sia took the dragon to his house. He ate three plates of chicken and rice. 'I'm still hungry,' said the dragon.

Sia gave the dragon more food. He ate five plates of noodles and ten sausages. He was still hungry! They went to the restaurant. The dragon ate twenty meatballs and fifty fish balls with twelve plates of sticky rice.

After that he ate six puddings and a cake. He was still hungry! They went to the shop. The dragon ate all the fruit and vegetables: mangoes and cabbages, tomatoes, mushrooms and beans.

He was still a bit hungry! Sia looked in his pocket. There was one sweet. He gave the sweet to the dragon. The dragon exploded!

'Hooray!' shouted Sia. 'The dragon is gone! No more boys for breakfast!'

Word Bank for the jar

1. Village
2. Breakfast
3. Three plates of chicken and rice.
4. I'm still hungry
5. five plates of noodles
6. ten sausages
7. restaurant
8. twenty meatballs
9. fifty fish balls
10. twelve plates of sticky rice
11. six puddings and a cake
12. shop
13. mangoes and cabbages, tomatoes, mushrooms and beans
14. pocket
15. sweet
16. exploded
17. gone

Appendix # 8

Lesson Plan



4th Grade
LANGUAGE ARTS
 Mrs. Rivera

Week NO. 13 Date: October 21 st – October 25 th
Essential Questions (s):
How can we use the arts to inspire positive action?
Content:
The Magic Tree
Lesson Skills
<ol style="list-style-type: none"> 1. Listen to the tale 2. Dramatize the story moral in a day to day situation

Lesson Structure			
Lesson No.	Description	Learning Experience	Resources
Friday 1 Lesson	<p>Warm Up: ask the students about daily situations they face at home or school where they have to behave politely.</p> <p>Development: Read the tale to the students. Students will listen to the narration of the story. In groups they will dramatize the story moral applied to a day to day situation at home or school. Presentation of the drama in front of the class.</p> <p>Conclusion: Check work done. The teacher will use a scoring rubric.</p>	Students will work in their drama representation.	The Magic Tree Tale

Appendix # 9

The Magic Tree

A long, long time ago a little boy was walking through a park. In the middle of the park there was a tree with a sign on it. The sign said "I am a magic tree. Say the magic words and you will see."

The boy tried to guess the magic words. He tried abracadabra, supercalifragilisticexpialidocious, tan-ta-ra, and many more... but none of them worked.

Exhausted, he threw himself on the floor, saying: "Please, dear tree!" and suddenly, a big door opened in the trunk. Inside everything was dark, except for a sign which said "Carry on with your magic." Then the boy said "Thank you, dear tree!" With this, the inside of the tree lit up brightly and revealed a pathway leading to a great big pile of toys and chocolate.

The little boy brought all his friends to the magic tree, and they had the best party ever. This is why people always say that "please" and "thank you" are the magic words.

Appendix # 10



Lesson Plan

4th Grade
LANGUAGE ARTS
Mrs. Rivera

<p>Week NO. 14 Date: October 28th – November 1st</p>
<p>Essential Questions (s):</p>
<p>How does a song communicate with us?</p>
<p>Content:</p>
<p>Roar Song</p>
<p>Lesson Skills</p>
<ol style="list-style-type: none"> 1. Listen to the song Roar 2. Fill in the blanks with the missing words

Lesson Structure			
Lesson No.	Description	Learning Experience	Resources
Monday 1 Lesson	<p>Warm Up: ask the students if they like music? What type of music do you like?</p> <p>Development:</p> <p>Listen the song Roar Students will listen to the song 2 times. They will complete the lyrics with the missing words.</p> <p>Conclusion: Check work done. The teacher will check the spelling of the words are correct.</p>	<p>Students will work in their listening skills by completing the lyrics after listening a song.</p>	Song Roar

Appendix # 11

Roar

By Katty Perry

I used to bite my tongue and hold my _____
Scared to rock the boat and make a mess
So, I sat quietly agreed politely.
I guess that I _____ I had a choice
I let you push me past the breaking point
I stood for nothing,
so I fell for everything.

You held me down, but I got up
Already brushing off the _____
You hear my voice, your hear that _____
Like thunder! gonna shake your ground!
You held me down, but I got up
Get ready cause I've had enough
I see it all, I see it now.
I got the eye of the _____, the fire,
Dancing through the _____
Cause I am a _____ and you're gonna hear me _____
Louder, louder than a lion
Cause I am a champion and you're gonna hear me roar
Oh ooh oh ooh oh ooh oh ooh oh ooh
You're gonna hear me roar.

Now I'm floating like a butterfly,
Stinging like a bee I earned my stripes
I went from zero TO MY OWN HERO.

You held me down, but I got up
Already brushing off the dust
You hear my voice, your hear that sound
Like thunder, gonna shake your ground
You held me down, but I got up
Get ready 'cause I've had enough
I see it all, I see it now!!!
I got the _____ of the tiger, the fire,
_____ through the fire
Cause I am a champion and you're gonna hear me roar
_____, louder than a lion
Cause I am a _____ and you're gonna hear me _____
Oh ooh oh ooh oh ooh oh ooh oh ooh
You're gonna hear me roar.

Appendix # 12

The Connell Multiple Intelligence Questionnaire for Children

Put a check next to each sentence that describes you.

Area 1

- I like to listen to songs on the radio or a CD
- I like to watch music videos on TV
- I like to go to concerts and hear music alive
- I take music lessons, singing lessons, or play a musical instrument
- I can learn new songs easily

Area 2

- I like art classes
- I like to draw, paint, and make things with clay
- I enjoy putting puzzles together
- I like to build things using blocks, Legos, and models
- It is fun to play video games

Area 3

- I like to read books, magazines, and comic books
- I have a good vocabulary and like to learn new words
- I enjoy writing e-mails to my friends
- I like to write
- I like to keep a journal of my thoughts and ideas

Area 4

- I like to play with animals and take care of them

___ I like to go to zoos, parks, or aquarium

___ I like being outside

___ I like to hike, walk or run outdoors

___ I like to observe nature's changes, such as thunderstorms, rain, snow, and sunshine

Area 5

___ I like to do science experiments and go to science museums

___ I find math problems interesting

___ It is fun to solve mysteries

___ Numbers are really interesting to me

___ I like to games such as chess or computer games where you have to think a lot

Area 6

___ I like to dance

___ I like to play sports like soccer, basketball, or baseball

___ I enjoy acting in plays or playing charades

___ I like to move when I am thinking about something

___ I like activities like martial arts, tennis, skateboarding, or gymnastics

Area 7

___ I like to be with my friends often

___ I like to those who need help

___ I like to read books or see movies about people and their lives

___ I can usually tell how other people are feeling

___ It is fun for me to organize activities at home and at school

Area 8

___ I like doing things by myself

_____ I would rather work by myself than with other students

_____ I like to spend time thinking or writing about things that matter to me

_____ I like to play computer games

_____ I like to write my thoughts and feelings in a dairy or journal

Appendix # 13

Tribunal Examinador

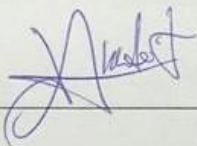
Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en Inglés.



M.Sc. Yanith Delgado Chacón
Tutora



Lic. Rigoberto Gutiérrez Albenda
Lector



M.Sc. Dinier Amador Serrano
Director de las Carreras de Inglés

Appendix # 14

Carta del Director de Carrera

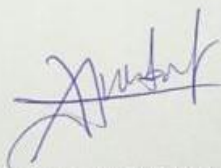
San José, 10/12 de 2019

Señores
Universidad Internacional de las Américas
Estimados señores:

El suscrito M.Sc. Dinier Amador Serrano, Director de las Carreras de Inglés, hace constar que ha revisado la Tesina del estudiante, Raiver Rivera Román, portador(a) de la cédula de identidad no. 1-12100044, que ha titulado: Fluency Enhancement through the Application of Verbal-Linguistic Activities in Fourth Graders at International Christian School during the Third Quarter of 2019.

La mencionada Tesina, responde a los requisitos exigidos en la Guía que nuestra carrera tiene para estos casos. Por tanto, se autoriza al autor para que lo presente ante el tribunal examinador nombrado para esta ocasión.

Atentamente,



M.Sc. Dinier Amador Serrano
Director de las Carreras de Inglés

Appendix # 15

Carta del Lector

San José, 10/12 de 2019

Máster
Dinier Amador Serrano
Director de las Carreras de Inglés
Universidad Internacional de las Américas

Estimado señor:

La estudiante Raiver Rivera Román, portadora de la cédula de identidad no. 1-12100044, ha presentado para su lectura y corrección de estilo la tesina denominada *Fluency Enhancement through the Application of Verbal-Linguistic Activities in Fourth Graders at International Christian School during the Third Quarter of 2019*. He revisado y corregido la coherencia de los objetivos con el marco teórico, instrumentos y resultados, la calidad del trabajo y la relevancia del trabajo. Por lo tanto, hago constar que este se encuentra listo para ser presentado a la Universidad como trabajo de graduación.

Atentamente,



Lic. Rigoberto Gutiérrez Albenda
Lector (a) de Tesis

Appendix # 16

Carta del Revisor

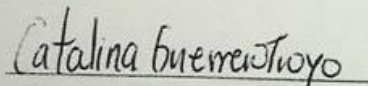
Domingo, 17 de noviembre del 2019

Máster
Dinier Amador Serrano
Director de las Carreras de Inglés
Universidad Internacional de las Américas

Estimado señor:

La estudiante Raiver Rivera Román, portadora de la cédula de identidad no. 1-1210-0044, ha presentado para la respectiva revisión la tesina denominada *Fluency Enhancement through the Application of Verbal-Linguistic Activities in Fourth Graders at International Christian School during the Third Quarter 2019*. Por lo tanto, se hace constar que el documento fue revisado en lo relativo a la estructura gramatical, ortografía, puntuación, cohesión y terminología. Asimismo, se comprobó que las correcciones sugeridas se incorporaran al documento. Por ende, una vez incorporadas las recomendaciones efectuadas en el documento, el mismo se considera listo para su presentación la Universidad como trabajo de graduación.

Atentamente,



M.Sc. Catalina Guerrero Troyo
Cédula: 1-1012-0519

Appendix # 17**Universidad Internacional de las Américas
Código de Ética**

La suscrita Raiver Rivera Román , número de carné: 1-12100044 graduada del grado de Bachillerato en Inglés de la Universidad Internacional de las Américas, se compromete a cumplir, durante el ejercicio profesional, con el Código de Ética de la Institución, que se rige por los siguientes principios:

PROBIDAD: actuar siempre con rectitud y honradez.

PRUDENCIA: actuar con pleno conocimiento de la materia sometida a su consideración.

JUSTICIA: permanente disposición hacia las funciones de la profesión, bajo los lineamientos legales que debe respetar todo profesional.

RESPONSABILIDAD: cumplir con los deberes, tanto en calidad como en oportunidad.

DISCRECIÓN: guardar respeto sobre los hechos o informaciones de los que tenga conocimiento con motivo del ejercicio profesional, sin que esto perjudique las funciones y responsabilidades.

INDEPENDENCIA DE CRITERIO: no involucrarse o comprometerse con situaciones, intereses o actividades contrarias a la moral, a la sana crítica y que, por ley, sean incompatibles con las funciones profesionales correspondientes.

DIGNIDAD Y DECORO: actuar con sobriedad y moderación.

TOLERANCIA: evidenciar una actitud paciente y de comprensión ante las opiniones divergentes que puedan expresar otras personas.

EQUILIBRIO: desempeñar las funciones profesionales con sentido práctico, buen juicio y equidad.

ACTUALIZACIÓN: comprometer parte del tiempo en actualizar los conocimientos y adaptarlos en el desarrollo de la actividad profesional.

VOCACIÓN: mostrar siempre apego al trabajo y a la educación recibida, como fundamentos para el desempeño laboral.

BUENA FE: toda conducta o comportamiento, criterio emitido y labor desempeñada debe basarse en los más altos principios éticos y tendrá como fundamento la buena fe.


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