



PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER

**AN E-BOOK OF MULTIPLE INTELLIGENCES AS A TOOL TO
PROMOTE THE DEVELOPMENT OF ENGLISH WRITING SKILLS TO
THE STUDENTS OF TENTH YEAR EGB AT UNIDAD EDUCATIVA
SALINAS INNOVA, SALINAS, PROVINCE OF SANTA ELENA 2015 –
2016**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR: MIGUEL ANGEL JURADO BARAHONA

ADVISOR: MSc. KLEBER LOOR ZAMBRANO

LA LIBERTAD – ECUADOR

2015

**UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

**AN E-BOOK OF MULTIPLE INTELLIGENCES AS A TOOL TO
PROMOTE THE DEVELOPMENT OF ENGLISH WRITING SKILLS TO
THE STUDENTS OF TENTH YEAR EGB AT UNIDAD EDUCATIVA
SALINAS INNOVA, SALINAS, PROVINCE OF SANTA ELENA 2015 –
2016.**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR'S DEGREE IN ENGLISH

AUTHOR: MIGUEL ANGEL JURADO BARAHONA

ADVISOR: MSc. KLEBER LOOR ZAMBRANO

LA LIBERTAD – ECUADOR

2015

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “AN E-BOOK OF MULTIPLE INTELLIGENCES AS A TOOL TO PROMOTE THE DEVELOPMENT OF ENGLISH WRITING SKILLS TO THE STUDENTS OF TENTH YEAR EGB AT UNIDAD EDUCATIVA SALINAS INNOVA, SALINAS, PROVINCE OF SANTA ELENA 2015 – 2016..” prepared by MIGUEL ANGEL JURADO BARAHONA, undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having guided, examined, and reviewed the project, I approve it in its entirety. It meets the requirements for graduation and I recommend its submission for review to the academic tribunal.

Sincerely

.....
MSc. KLEBER LOOR ZAMBRANO

STATEMENT OF AUTHORSHIP

I, MIGUEL ANGEL JURADO BARAHONA with ID number. 0928358142 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper " AN E-BOOK OF MULTIPLE INTELLIGENCES AS A TOOL TO PROMOTE THE DEVELOPMENT OF ENGLISH WRITING SKILLS TO THE STUDENTS OF TENTH YEAR EGB AT UNIDAD EDUCATIVA SALINAS INNOVA, SALINAS, PROVINCE OF SANTA ELENA 2015 – 2016.", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

MIGUEL ANGEL JURADO BARAHONA

0928358142

BOARD OF EXAMINERS

Dra. Nelly Panchana Rodríguez, MSc.
FACULTY OF EDUCATION AND
LANGUAGES DEAN

Lcda. Glenda Pinoargote Parra, M.A. Ed.
ENGLISH TEACHING CAREER DIRECTOR

MSc. Kleber W. Loor Zambrano
ADVISOR

MSc. Jorge Cevallos Salazar
SPECIALIST PROFESSOR

Ab. Joe Espinoza Ayala MSC.
GENERAL SECRETARY

DEDICATION

I dedicate this work to my mom and a special gratitude to my dear girlfriend because they always gave me their support and encouraged me constantly for finishing it. Without their support this would have been difficult but every day I received their advice for doing my best to achieve my goal.

MIGUEL ANGEL JURADO BARAHONA

ACKNOWLEDGMENT

I express my gratitude to many special people but first I want to thank God for guiding my life because nothing is possible without his help. To all the professors of the UPSE that during the past 5 years share their knowledge and experiences for preparing us as capable professionals for the future. Especially, I thank them for their patience and their advice which helped me to acquire all the knowledge that now I can share with others.

Miguel Angel

DECLARATORIA

“El contenido del presente Trabajo de Titulación es de mi responsabilidad, el patrimonio intelectual del mismo pertenece a la Universidad Estatal Península de Santa Elena.”

DECLARATION

“The content of the following graduation work is my responsibility, the intellectual property belongs to the Península of Santa Elena State University.”

Miguel Angel Jurado Barahona

TABLE OF CONTENT

ADVISOR'S APPROVAL	II
STATEMENT OF AUTHORSHIP	III
BOARD OF EXAMINERS	IV
DEDICATION	V
ACKNOWLEDGMENT.....	VI
DECLARATION	VII
TABLE OF CONTENT	VIII
PICTURES	XV
CHARTS	XVI
GRAPHS	XVIII
ATTACHMENTS	XX
ABSTRACT	XXI
INTRODUCTION	XXII
THE STATEMENT OF THE PROBLEM	1
1.1. TITLE.....	1
1.2 STATEMENT OF THE PROBLEM	1
1.2.1 Context.....	1
1.2.2 Critical Analysis.....	3
1.2.3 Guideline questions.....	4
1.2.4 Problem Limitation	5
1.3 SIGNIFICANCE.....	6

1.4 OBJECTIVES	7
1.4.1 General Objective of the research	7
1.4.2 Specific Objectives of the research	8
CHAPTER II.....	9
LITERATURE REVIEW.....	9
2.1 PREVIOUS RESEARCH	9
2.1.1 English language	10
2.1.2 English Teaching.....	10
2.1.3 Standard characteristics.....	11
2.1.4 What is the CEFR?.....	13
2.1.5 CEFR Common Reference Levels	13
2.1.7 Essential assessment indicators per 10th EGB year.....	16
2.1.8 Language skills.....	17
2.1.9 Writing	17
2.1.9.1 Definition of Writing Skill	17
2.1.9.2 The Process of Writing	18
2.2 Philosophical basis.....	20
2.3 LEGAL BASIS	22
2.3.1 Constitution of the Republic of Ecuador.....	22
2.3.2 Organic Law of Education Intercultural	23
2.4 FUNDAMENTAL CATEGORIES	24
2.4.1 Educational technology	24
2.4.2 Multiple Intelligences Theory	25

2.4.3 What is an eBook?	27
2.4.4 Software for creating eBooks.....	28
2.4.5.1 Evernote	29
2.4.5.2 PagePlus	29
2.4.5.3 Scrivener	29
2.4.5.4 Issuu	30
2.4.5.5 Vook.....	30
2.4.5.6 Calibre	31
2.4.5.7 Calaméo.....	31
2.4.6 Writing	31
2.5 HYPOTHESIS	32
2.5.1 General hypothesis	32
2.5.2 Variables of the study.....	32
2.5.3 Independent variable	32
2.5.4 dependent variable	32
CHAPTER III	33
METHODOLOGY	33
3.1 RESEARCH APPROACH	33
3.1.1 Quantitative Method.....	33
3.1.2 Qualitative Method.....	33
3.1.3 Empirical - Analytical Method	34
3.1.4. Observation Method.....	34
3.2. LEVEL OR TYPE OF RESEARCH	34

3.2.1. Field Research.....	34
3.2.2. Bibliographic Research	35
3.2.3 Correlational Research	35
3.2.4 Technological Research	35
3.2.5 Applied Research	36
3.3 POPULATION AND SAMPLE	36
3.3.1 Population	36
3.4 VARIABLES OPERATIONALIZATION	37
3.4.1 Independent Variable:	37
3.4.2 Dependent Variable:.....	38
3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION.....	39
3.5.1 Techniques	39
3.5.2 Instruments.....	40
3.6 DATA COLLECTION PLAN	40
3.7 DATA PROGRESSING PLAN	41
3.8. ANALYSIS AND INTERPRETATION OF RESULTS	42
3.8.1 Interview Directed To The Principal From Unidad Educativa Salinas Innova School	42
3.8.2. Interview Directed To Interview Specialists.....	45
3.8.3. Survey Directed To Students	47
3.8.4. Survey Directed To English Teachers.....	57
3.9. CONCLUSIONS AND RECOMMENDATIONS	69
3.9.1. Conclusions	69
3.9.2 Recommendations	70

CHAPTER IV	71
PROPOSAL	71
4.1 INFORMATIVE DATA	71
4.1.1 Title	71
4.1.2 Executing Institution	71
4.1.3 Beneficiaries.....	71
4.1.4 Location.....	71
4.1.5 Estimated time for execution	71
4.1.6 Responsible of research.....	72
4.2 BACKGROUND OF THE PROPOSAL	72
4.3 SIGNIFICANCE.....	74
4.4 OBJECTIVES:	75
4.4.1 General	75
4.4.4 Specific:.....	75
4.5 DESIGN AND DEVELOPMENT OF THE PROPOSAL	75
4.5.1 What is Calaméo?	76
4.5.2 Multiple Intelligences Writing Activities – EBook	77
4.5.3 Description of the Multiple Intelligences Writing Activities EBook.....	78
4.6 PLANNING MATRIX.....	97
4.7 EVALUATION AND RESULTS	97
4.7.1 Diagnostic Test.....	97
4.7.2 Results of the diagnostic test.....	99
4.7.3 Results of the activities from the eBook	99

4.7.5 Final test.....	102
4.7.6 Results of the final test.....	104
4.7.7 Comparison Between The Results Of The Diagnostic Test, The Activities From The EBook And The Final Test.....	105
4.7.8 Analysis of the students’ results.....	106
4.8 CONCLUSIONS AND RECOMMENDATIONS	107
4.8.1 Conclusions	107
CHAPTER V.....	109
ADMINISTRATIVE FRAMEWORK	109
5.1 RESOURCES.....	109
5.1.1 Institutional	109
5.1.2 Human.....	109
5.1.3 Materials.....	109
5.1.4 Technological.....	110
5.1.5 Economic.....	110
5.1.6 Budget	110
5.2 SOURCE MATERIAL	111
1. TIME TABLE.....	111
2. REFERENCES.....	112
2.1 Bibliography.....	112
2.2 Web resources	113
2.3 Virtual library (UPSE)	114
3. Appendix	115
3.1 Interview to the principal	115

3.2 Interview to the Specialist.....	118
3.3 Survey to tenth C EGB students	120
3.4 Survey to English Teachers.....	121
3.5 Diagnostic test.....	122
3.6 First Workshop for Evaluating the Initial Level of Students Writing Skills.	125
3.7 Final Test.....	126
3.8 Final Workshop Applied To Show The Students Improvement.....	131
3.9 Base Legal.....	132
3.8 Rubric.....	133
3.9 Bloom’s Taxonom Planning Matrix	134
3.10 Pictures.....	136

PICTURES

Picture # 1: Interview Directed To the Principal	136
Picture # 2: Survey Directed To English Teachers	136
Picture # 3: Survey Directed To English Teacher	137
Picture # 4: Interview with the Specialist	137
Picture # 5: Students Taking The Diagnostic Test	138
Picture # 6: Students Working With One Activity Selected From The EBook.	138
Picture # 7: Students Working With a Writing Workshop	139
Picture # 8: Students Taking the Final Test.....	139

CHARTS

Chart# 1: Population.....	36
Chart# 2: Independent Variable.....	37
Chart# 3: Dependent Variable	38
Chart# 4: Data Collection Plan.....	40
Chart# 5: Data Processing plan	41
Chart# 6: Writing is an important skill.....	47
Chart# 7: English writing skill has improved since you started high school	48
Chart# 8: Teachers should be dynamic	49
Chart# 9: Writing is a difficult skill to learn	50
Chart# 10: Learning how to write properly in English.....	51
Chart# 11: eBooks are easier to carry and store	52
Chart# 12: Writing skill has to be taught through the application of an eBook..	53
Chart# 13: An eBook of multiple intelligences	54
Chart# 14: An eBook of multiple intelligences to improve writing skills.....	55
Chart# 15: An eBook of multiple intelligences to create writing activities	56
Chart# 16: eBooks are easier to carry and store than printed books	57
Chart# 17: Writing is an important skill that students should develop	58
Chart# 18: Student’s English writing skills.....	59
Chart# 19: Multiple intelligences teaching activities	60
Chart# 20: Learning how to write properly in English is difficult	61
Chart# 21: Writing skill has to be taught through the application of an eBook..	62
Chart# 22: The implementation of an eBook of multiple intelligences	63
Chart# 23: An eBook of multiple intelligences to create teaching activities	64
Chart# 24: Writing is a difficult skill in which students always have problems .	65
Chart# 25: Analysis of results – students	66
Chart# 26: Analysis of results – teachers	68
Chart# 27: Action plan for the activity count on me by Bruno Mars.....	81
Chart# 28: action plan for the activity earth song by Michael Jackson.....	82
Chart# 29: action plan for the activity sentence building race	84

Chart# 30: Action Plan for the Activity a Race to Complete the Chart	85
Chart# 31: Action Plan for the Activity Vocabulary Puzzle	87
Chart# 32: Action Plan for the Activity Magnet Summaries	89
Chart# 33: Action Plan for the Activity Conduct an Interview.....	90
Chart# 34: Action Plan for the Activity Read and Answer	91
Chart# 35: Action Plan for the Activity When You Were a Kid.....	92
Chart# 36: Action Plan for the Activity Christmas Word Vocabulary Decode ..	94
Chart# 37: Movie Review.....	97
Chart# 38: Results of the diagnostic test	99
Chart# 39: Results of the Activities from the EBook Sections Musical, Bodily – Kinesthetic and Verbal Linguistic Intelligence activities.	100
Chart# 40: Results of the Activities from the EBook Sections Interpersonal, Intrapersonal and Visual – Spatial Intelligence Activities.....	101
Chart# 41: Global scores per each activity	102
Chart# 42: Results of the final test	104
Chart# 43: Comparison Between The Results Of The Diagnostic Test, The Activities From The EBook And The Final Test.	105
Chart# 44: Materials	109
Chart# 45: Technological	110
Chart# 46: Economic	110
Chart# 47: Timetable.....	111

GRAPHS

Graph# 1: Writing is an important skill.....	47
Graph# 2: English writing skill has improved since you started high school	48
Graph# 3: Teachers should be dynamic	49
Graph# 4: Writing is a difficult skill to learn	50
Graph# 5: Learning how to write properly in English.....	51
Graph# 6: eBooks are easier to carry and store	52
Graph# 7: Writing skill has to be taught through the application of an eBook ...	53
Graph# 8: An eBook of multiple intelligences	54
Graph# 9: An eBook of multiple intelligences to improve writing skills	55
Graph# 10: An eBook of multiple intelligences to create writing activities	56
Graph# 11: eBooks are easier to carry and store than printed books	57
Graph# 12: Writing is an important skill that students should develop	58
Graph# 13: Student’s English writing skills.....	59
Graph# 14: Multiple intelligences teaching activities	60
Graph# 15: Learning how to write properly in English is difficult	61
Graph# 16: Writing skill has to be taught through the application of an eBook .	62
Graph# 17: The implementation of an eBook of multiple intelligences	63
Graph# 18: An eBook of multiple intelligences to create teaching activities	64
Graph# 19: Writing is a difficult skill in which students always have problems	65
Graph# 20: Calaméo platform logo	76
Graph# 21: multiple intelligences writing activities eBook	77
Graph# 22: Introduction Page.....	79
Graph# 23: table of contents	80
Graph# 24: musical intelligence activities	80
Graph# 25: activity count on me by Bruno Mars	81
Graph# 26: activity earth song by Michael Jackson.....	82
Graph# 27: Bodily – Kinesthetic Intelligence Activities.....	83
Graph# 28: activity sentence building race	83

Graph# 29: Activity A Race To Complete the Chart	84
Graph# 30: verbal – linguistic intelligence activities	86
Graph# 31: Activity Vocabulary Puzzel.....	86
Graph# 32: Interpersonal Intelligence Activities	88
Graph# 33: Activities Magnet Summaries and Conduct Interview.....	88
Graph# 34: Activity Read and Answer	91
Graph# 35: Activity When You Were a Kid	92
Graph# 36: Logical – Mathematical Activities	93
Graph# 37: Activity Christmas Word Vocabulary Decode.....	94
Graph# 38: Visual – Spatial Intelligence Activities	95
Graph# 39: How the Grinch Stole Christmas.....	96
Graph# 40: Akeelah and the Bee	96
Graph# 41: Analysis of the students’ results	106

ATTACHMENTS

Attachment # 1: Diagnostic Test.....	98
Attachment # 2: Write a Short Essay about Their Favorite Movie.....	98
Attachment # 3: Final Test.....	103
Attachment # 4: Final Writing Workshop.....	103



PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER

“AN E-BOOK OF MULTIPLE INTELLIGENCES AS A TOOL TO PROMOTE THE DEVELOPMENT OF ENGLISH WRITING SKILLS TO THE STUDENTS OF TENTH YEAR EGB AT UNIDAD EDUCATIVA SALINAS INNOVA, SALINAS, PROVINCE OF SANTA ELENA 2015 – 2016.”

AUTHOR: MIGUEL ANGEL JURADO BARAHONA

ADVISOR: Msc. KLEBER W. LOOR ZAMBRANO

ABSTRACT

In this information era we are facing a transition to a new paradigm into education where Information and Communications Technologies play a vital role which involves an active process in the knowledge acquisition. Education demands new strategies to teach and one of this is using ICTs into curriculum. Howard Gardner’s multiple intelligences theory (MIT) is an important contribution to teaching field due to it is a cognitive perspective on intelligence which has profound implications for education in general. It has evolved in response to the need to reach a better understanding of how cognitive individual differences can be addressed and developed in the classroom. The application of an eBook of multiple intelligences is a great opportunity to improve the writing skills. Writing is a hard skill of performing properly which could be developed with continuous practice because it is a complex process. The present research shows the improvement of the writing skills of Tenth EGB parallel “C” student’s from Unidad Educativa Salinas Innova according with the results obtained from the different interviews and surveys the Creation of an eBook of multiple intelligences writing activities will support teachers to apply teaching strategies based on the different students intelligences that engage them to practice actively.

Keywords: ICTs, writing skills, eBook, multiple intelligences.

INTRODUCTION

Through the time, from the origin of all languages one of the most relevant aspirations of all human beings has been to be able to communicate themselves but not only using their native language, this is the reason why many years ago people started learning the main languages that there are around the world, due to the significance that involves a perfect communication between other social groups but as the run of the years English language has become highly used around the world shortening distances in areas such as: communication, education, medicine and business. When a person acquires a language there are four essential qualities that are necessary to communicate clearly avoiding misunderstandings. When we learn our native language we learn by listening, then talking, then we learn to read, and finally to write. For learning English or any other language it is necessary to develop these four skills, listening, speaking, reading and writing. In the classroom, teachers provide students with the opportunities to develop each of these skills through daily activities.

Writing is one of the main language skills which is really significant in our life. Through writing we can inform others, carry out transactions, persuade and tell what we feel. However, we know that writing or learning to write especially in a second language is not so easy. For students it is one of the four basic skills that are very complex and difficult to learn.

Writing is a hard skill to perform properly, but students can only learn it with a lot of practice. The eBook of multiple intelligences writing activities is a tool created to support teachers to apply teaching strategies to improve their students writing skills. This eBook has nine sections with different activities focused on the multiple intelligences theory of Howard Gardner that the author created in order to help English teachers to set up or adapt updated teaching writing activities that will be useful for improving the development of good English writing skills on their students. The activities were chosen according to the multiple intelligences theory so that every student has the opportunity to feel comfortable with the proposed exercises.

This research was structured with five chapters which are the following:

Chapter I, The Problem: describes the statement of the problem, significance of research, critical analysis, objectives and so on, which contribute to determine what the problem is and why it is important to help to solve it.

Chapter II, Theoretical framework: gives details about previous research, philosophical and legal basis, fundamental categories, hypothesis and variables of the research. All of these facilitate to know if there are results of previous investigations similar to the goal of this research.

Chapter III, Methodology: explains the methodological strategies in order to get a successful research. It contains the levels or type of research, population, sample, techniques and instruments, data collection with the respective analysis and interpretation, conclusion and recommendations. This chapter gives the opportunity to investigate the causes of the problems and possible solutions.

The Chapter IV, The Proposal: expresses the solution of the problem, the design of the vocabulary website, the results of the activities and analysis of the outcomes, here students have chances for practicing and show that the purpose of this research has importance in their learning.

Chapter V, Administrative Framework: details the timetable, resources and budget of the process of the investigation.

CHAPTER I

THE STATEMENT OF THE PROBLEM

1.1. TITLE

AN E-BOOK OF MULTIPLE INTELLIGENCES AS A TOOL TO PROMOTE THE DEVELOPMENT OF ENGLISH WRITING SKILLS TO THE STUDENTS OF TENTH YEAR EGB AT UNIDAD EDUCATIVA SALINAS INNOVA, SALINAS, PROVINCE OF SANTA ELENA 2015 – 2016.

1.2 STATEMENT OF THE PROBLEM

1.2.1 Context

Through the time, from the origin of all languages one of the most relevant aspirations of all human being has been to be able to communicate themselves but not only using their native language, this is the reason why many years ago people started learning the main languages existing around the world, due to the significance that involves a perfect communication between other social groups but as the run of the years English language has become highly used around the world shortening distances in areas such as: communication, education, medicine and business.

The world is changing constantly and English language is global, more and more people want to learn this language because in our society influenced by globalization, it is an imperative necessity to be updated with this immediate requirement. In any part of the world there will be someone who speaks, reads, writes and communicates in English. English is the second language that is officially taught in several schools from Ecuador but while this language is recognized and taught still there are problems that arise during teaching - learning process due to the application of traditional teaching methods and the use of contents which become boring and not relevant to students in the real context of their lives and the advanced technology that they use.

As a result, students lose interest and do not attend to English classes because this is boring for them but the problem gets worse when grammar rules are taught, they start asking why they have to learn this and if some day they will ever need to apply this, the truth is that by learning grammar rules students will improve their English writing skills that play a large role in the professional life of every person because this is the essential base that every student needs to know for being capable of communicating in English.

Nowadays English teaching is highly influenced by technology as well as teachers' lives. The truth is that with the influence of technology in the teaching-learning process, the human being is subjected to an intense bombardment of knowledge that is generated and transmitted around the world every minute. In

this new age which information, education and technology are closely related, teachers are facing a transition to a new paradigm in education where information and communication technologies (ICTS's) play an essential role that implies a continuous process in knowledge acquisition focused on student learning. Teachers must upgrade their knowledge, skills and abilities in the use of this technology but applying the different learning styles in class in order to get better learning outcomes. The electronic books (E-books) are a good example of the technological advances of this age and teachers should know how to use those as a tool. Furthermore it is imperative that teachers start using e-books as a medium for the dissemination of content among their learners.

1.2.2 Critical Analysis

There are many difficulties for students when they are learning English language even if they want to improve their writing skills due to English grammar is intricate, this is the reason why sometimes it is difficult to remember and it is complex to ensure the correct use of it. These difficulties that students face as well the required time to learn the different grammar rules of English language and that many teachers do not apply appropriate teaching strategies in order to cover a wide range of talents and skills that students possess, unleash in a serious problem of dishearten by the students that are trying to learn English or they simply do not get a correct use of the English writing skills. All of these factors have produced that Tenth EGB section "C" student's form Unidad Educativa Salinas Innova

presents a low level of their writing skills as a result when they should develop a writing activity they make errors of paragraphing structure and sentence tense.

On the other hand it is extremely important to point out that multiple intelligences theory (MI) helps teachers to understand the different intelligences and learning styles that their students possess then the implementation of an e-book of this theory will be useful for teachers because they can take it as a guide in order to develop appropriate classroom activities addressed to the multiple manners of learning and knowing.

1.2.3 Guideline questions

- What is the multiple intelligence theory?

- What is an eBook?

- How many free web tools there are for creation of e-books?

- How are e-books being used by teachers?

- What are English writing skills?

- What would be the future position of teachers with the use of e-books of multiple intelligences as tools for creation of appropriate activities that cover a wide range of talents and skills that students possess?

- Is it necessary the application an e-book of multiple intelligences to promote the development of good English writing skills in the students of tenth basic year at Unidad Educativa Salinas Innova?

1.2.4 Problem Limitation

- **FIELD:** Education.

- **AREA:** English.

- **ASPECT:** English writing skills using an e-book of multiple intelligences.

- **TITLE:** AN E-BOOK OF MULTIPLE INTELLIGENCES AS A TOOL TO PROMOTE THE DEVELOPMENT OF ENGLISH WRITING SKILLS TO THE STUDENTS OF TENTH YEAR EGB AT UNIDAD EDUCATIVA SALINAS INNOVA SCHOOL, SALINAS, PROVINCE OF SANTA ELENA 2015 – 2016.

- **SPACE LIMITATION:** Unidad Educativa Salinas Innova of Santa Elena province.

- **CONTEXT LIMITATION:** This research will be focused on the influence of an e-book of multiple intelligences as a technological resource to promote the development of good English writing skills in the students of tenth basic year at Unidad Educativa Salinas Innova.

1.3 SIGNIFICANCE

This research paper is highly important since there is no relevant information about the acceptance and application of e-books of multiple intelligences as useful tools for teachers taking these as guide of creation of appropriate activities based on one of the most important skills of English teaching because according to the update requirements the whole population of Ecuador from the different educational institutions should be capable of communicating with other social groups using the four principal's skills of English language, however, in order to be able to communicate in English, first they need to have good writing skills.

Nowadays it is critical for students to have good writing skills due the fact that those are vital for communication as a key because every student should know and understand all grammatical rules of English language so that they have a correct communication avoiding misunderstandings.

Studying grammatical rules for getting good writing skills is difficult because it is a little heavy to learn the grammar rules of a foreign language but we should

remember that not everybody learns the same manner or even though with the same rhythm and this is the reason why it is useful the application of an e-book of multiple intelligences writing activities that will support English teachers from Unidad Educativa Salinas Innova to apply teaching strategies based on the different students intelligences that engage them to practice actively. The eBook of multiple intelligences is a tool to promote the development of English writing skills in the students of tenth basic year from Unidad Educativa Salinas Innova.

As students and future bachelors, they must be able to articulate their opinions clearly and concisely in academic essays and thesis; furthermore, the language that they use must be of an appropriate level, and they should employ sophisticated vocabulary correctly and with dexterity their writing skills must be in a highest quality, so that whoever grading their paper work can understand the content of their text.

1.4 OBJECTIVES

1.4.1 General Objective of the research

- To establish the relevance of the application of an e-book of multiple intelligences by evaluating the different web tools that are useful to create e-books in order to promote the development of good English writing skills in the students of tenth basic year at Unidad Educativa Salinas Innova School.

1.4.2 Specific Objectives of the research

- To establish the theoretical and methodological fundamentals to create an e-book of multiple intelligence.
- To analyze how e-books are being used by English language teaching teachers.
- To define what are the implications of multiple intelligences theory in English language teaching.
- To determine teachers' perceptions towards the application of multiple intelligences theory for classroom activities

CHAPTER II

LITERATURE REVIEW

2.1 PREVIOUS RESEARCH

Michael Hart made the first steps to what today is known as an eBook. He started by setting up the “Project Gutenberg” at the University of Illinois, this project established a free digitized library available to the general public that could cover information and electronic materials. (Hart, 1992)

At the beginning eBooks appeared just in science fiction but there was not physical creation of eBooks until 1981 when the editorial staff Random House decided to publish the first digital dictionary. However, in 1998 started the outstanding development of eBooks. (Cavanaugh, 2006)

The real eBook upswing started in 2001 with the publication of the novel “Riding the Bullet” by Stephen King and it was an instantaneous achievement because a huge amount of digitized copies were sold in just a couple of days.

From that time many digitized publications have appeared. eBook stores were set up and many authors started to publish their works on internet but they can be found on printed and electronic versions. Every day the number of works

available are growing. The history of the eBook will continue to develop quickly with the following decades.

The findings of the previous studies suggest that students have a positive attitude towards eBooks for studying purposes. Students of higher education levels are one of the biggest players on the eBook market. Libraries acquire eBooks so that the students can have a better opportunity to reach reliable information and can accomplish a better education. On the other hand, only a small number of students are currently using eBooks for leisure. (Müller A, 2010)

2.1.1 English language

English is currently considered the most significant language around the world, either for those who speak it as their first language or those who speak it as a second language. While the native English speakers are not as many as those of other languages such as Spanish or Chinese, English language wins absolutely any battle when we talk about the people who speak or are fluent in English as a second language. English language is present in almost all over the world and it is considered the main element of communication between different cultures that share few in common.

2.1.2 English Teaching

English teaching is an activity carried out everywhere in the world, it has a highly relevant goal and it is to support people to be able to communicate using the five

language skills in order to improve the professional development and facilitate the interaction of all human beings in the environment that surrounds it. English is taught in different contexts of society. Therefore to achieve the English learning goals it is important that teachers carried out curricular adaptations. So it is really important what teachers teach and how they teach. Although the developed countries have a great population with an excellent proficiency in English, in Latin America this level has risen in the last few years.

According to the media, English language teaching is highly relevant to the whole world since being able to communicate in English is becoming a useful resource to abridge distances between countries. As a result nowadays in Ecuador the Teaching of English as a second language is really important and it is based on three basic features. First, in Ecuador the English language is highly used for the advertising of tourist Affairs. Second, English language enables the communication with powerful nations where English is their native language such as: United States, United Kingdom and Australia. Finally, the significance of English language teaching is clear when the Ecuadorian people emigrate and get a better life because they can communicate through English.

2.1.3 Standard characteristics

The communicative-functional approach proposed for the English curriculum for eighth, ninth, and tenth year of General Basic Education (GBE) and first, second, and third year of “Bachillerato”, is characterized by two main features:

Focus on real-world contexts: Because students will ultimately have to use the language productively (through speaking and writing) and receptively (through listening and reading) outside the classroom, classroom tasks/activities must equip students with the necessary skills for communication in everyday contexts.

Functions: The purpose for which an utterance or unit of language is used requesting, apologizing, inviting, etc. (Richards & Schmidt, 2010). Refer to the Curriculum Specifications document for information on the language functions to be studied in each level.

Relationship of language forms such as: grammar, vocabulary, and pronunciation and function (use): Brown in his book: *Teaching by Principles: An Interactive Approach to Language Pedagogy* said that “Language techniques are designed to engage learners in the authentic, functional use of language for meaningful purposes” (Brown, 2007) supported by knowledge of the language structures.

As a result of the above mentioned approach to English language teaching and learning, it is expected that Ecuadorian students in the public educational system will be able to achieve meaningful objectives such as accessing information published in English in different fields and accessing more labor and professional development opportunities either within Ecuador or abroad (Ovesdotter, 2003) as well as understanding diverse cross-cultural values from other people (i.e. to

comprehend different viewpoints about school, work, religion, life, etc.).
(Min.Edu, 2014)

2.1.4 What is the CEFR?

The CEFR (Common European Frame References) is a planning tool that offers guidance for teachers, examiners, textbook writers, teacher trainers, and educational administrators. It also plays a dominant role in language and education policy around the world because it comprehensively describes what language learners should be able to do at different stages of the learning process and what knowledge and skills they need to develop to communicate successfully (Council of Europe, 2003).

The CEFR essentially proposes a scale of six language proficiency levels that starts from A1 for who are at a beginning stage to C2 for who is able to use language at higher levels of discourse. As a result the CEFR aids educational establishments to compare these qualifications in order to provide a common ground for language learning, the CEFR provides assessment indicators for each language skill (listening, speaking, reading, and writing). (Min.Edu, 2014)

2.1.5 CEFR Common Reference Levels

The six levels proposed by the CEFR have been described as follows: A1-A2: basic users of the language; B1-B2: independent users of the language; and, C1-C2: proficient users of the language. However, since the goal of these curriculum

guidelines is for students to achieve a B1 level of proficiency, allowing them to communicate effectively as independent users of English, a detailed description of only three levels will be provided to understand what the overall goals at each stage are in the following paragraphs: Level A1: This is accomplished when language learners are capable of understanding and using everyday expressions that are used frequently to satisfy immediate needs. At this level learners are able to introduce themselves and introduce others providing personal information slowly and clearly. (Min.Edu, 2014)

Level A2: This is accomplished when language learners are capable of understanding basic information about themselves and their family, shopping, and places of interest. At this level, they are also able to communicate in order to execute simple tasks and routine activities that do not require much verbal interaction and in which the information is related to habitual activities. (Min.Edu, 2014)

2.1.6 Specific objectives per 10th year EGB

To show articulation and progression, the specific objectives for listening and speaking have been formulated by taking into consideration the four main domains of interest for the target group: personal, educational, public, and

vocational (Trim, 2009). The first two (personal and educational) are addressed in level A2.1 because they constitute the learners' immediate surroundings. The third and fourth (public and vocational), however, are addressed in level A2.2 because they constitute the learners' extended surroundings which come afterwards. Moreover, objectives and assessment indicators for spoken production and spoken interaction have been set up.

Regarding reading and writing, the specific objectives have been established for students to face different text types they may encounter when they read and write English (Brown, 2007). Furthermore, learners will already be familiar with some samples of three specific text types: informational, transactional, and expository. Producing longer, more detailed, complex transactional and expository texts (e.g. formal emails, imaginary biographies, etc.) than those presented in the 9th year EGB with more variety in sentence structure and lexical range. Nonetheless, not only will more complex samples be presented within these genres, but students will also be exposed to two new text types: procedural and narrative.

2.1.7 Essential assessment indicators per 10th EGB year

LANGUAGE SKILLS	PROFICIENCY LEVEL
WRITING	<p>Produce longer, more detailed and complex expository, procedural and narrative texts than those in 1st year Bachillerato (e.g. essays, experiments, fantasy, science fiction, etc.) by linking a series of shorter discrete elements into a linear sequence.</p> <p>Convey information and ideas on abstract as well as concrete topics through the text types that correspond to the level with reasonable precision.</p> <p>Write short words that are in their vocabulary with reasonable phonetic accuracy (but not necessarily full standard spelling).</p> <p>Write longer descriptions about their family, living conditions, and educational background.</p> <p>Write a series of follow-up questions for an interview with the aid of a dictionary.</p> <p>Write short definitions for people, things, places, etc. by indicating their features or use.</p> <p>Write short descriptions of events, past activities and personal experiences.</p> <p>Write short, simple formal letters and imaginary biographies.</p>

2.1.8 Language skills

When a person acquires a language there are four essential qualities that are necessary to communicate clearly for avoiding misunderstandings. When we learn our native language we learn by listening, then talking, then we learn to read, and finally to write. For learning English or any other language it is necessary to develop these four skills, listening, speaking, reading and writing. In the classroom, teachers provide students with opportunities to develop each of these skills through daily activities.

2.1.9 Writing

2.1.9.1 Definition of Writing Skill

Writing is an essential and necessary skill when you are learning a non native language as a method of communication in addition of the oral ability. Writing is a skill in which students can practice their skills forced to notice language structures. When students work on writing skills, they must link words and phrases that are useful to get a better oral communication.

Writing is one of the language skills which is highly relevant in everybody's professional life. Through writing, a person can inform to other people, persuade and express what he/she is thinking. However, learning how to write especially in a second language is not easy.

According to Heaton (1975), there are four essential skills for writing such as:

- a. Grammatical skill: that involves the ability of writing precise sentences.
- b. Stylistic skill: that involves the ability to handle sentences and use language successfully.
- c. Mechanical skill: that involves the ability of using appropriately structures to the written language such as: punctuation and spelling.
- d. Judgment skill: The ability of writing in a proper way for a specific purpose selecting and organizing the relevant information.

2.1.9.2 The Process of Writing

Writing is a complex process in which a writer first begins by writing down their ideas, it is a useful support to the whole English writing skill learning process.

Good writing is essential for success in school and the 21st Century workplace.

Writing is a complex combination of skills which is best taught by breaking down the process. The writing process involves a series of steps to follow in producing a finished piece of writing. Educators have found that by focusing on the process of writing, almost everyone learns to write successfully by breaking down writing step-by-step. Students discover the benefits of constructive feedback on their writing, and they progressively master and even enjoy writing.

There are five steps on the process of writing:

- **Pre-writing:** This is the planning phase of the writing process when students brainstorm, research, gather and outline ideas often using diagrams for mapping out their thoughts. Audience and purpose should be considered at this point and for the older students a working thesis statement needs to be started.

- **Drafting:** Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument.

- **Revising:** Students review, modify, and reorganize their work by rearranging, adding or deleting content and by making the tone style and content appropriate for the intended audience. The goal of this step of the writing process is to improve the draft.

- **Editing:** At this point in the writing process writers proofread and correct errors in grammar and mechanics and edit to improve style and clarity. Having another writer's feedback in this step is helpful.

- **Publishing:** In this last step of the writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online.

2.2 Philosophical basis

Some linguists and writers express their point of view about the study of language and the use of technology in teaching field:

Chomsky said that “Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied. Even the interpretation and use of words involve a process of free creation”, grammar and syntax and others writing skills are useful to develop the communicative competences (Chomsky, Noam, 1996)

Strong writing skills may enhance students' chances for success (Alexander, 2008). In discussing the significance of writing, Suleiman (2000) also stresses that writing is an essential factor that is the central element of language, any reading and language arts program must consider the multidimensional nature of writing in instructional practices, assessment procedures, and language development. Examining this multidimensional nature of the writing process helps in comprehending of writing fundamentals. In addition, the ability to write well can have a profound impact on our lives. Writing can be an art, but it is the task of the artist to create the masterpiece without the competency and practice of basic writing skills neither proficient works of written art can be fictional nor can any lives be influenced (Currier, 2008).

Jeremy harmer said that it is wrong to say that writing is a waste of time, therefore, even if he does sound like every sulky student who has ever complained. Being able to write is a vital skill for speakers of a foreign language as much as for everyone using their own first language. Training students to write demands the care and attention of language teachers. (Harmer, Jeremy, 2007)

Also harmer supported that writing has always been use as a means of reinforcing language that has been taught. It simply means that teachers often ask to their students to write sentences using recently learnt grammar. (Harmer, Jeremy, 2007)

Graddol, David said that “The decline of the native speaker in numerical terms is likely to be associated with changing ideas about the centrality of the native speaker to norms of usage. Large numbers of people will learn English as a foreign language in the 21st century and they will need teachers, dictionaries and grammar books. But will they continue to look towards the native speaker for authoritative norms of usage?” (Garddol, 2003)

TULA Molina points that: "Technology education implies a commitment to democratic regulation of innovation. Such regulation by participatory track is considered desirable for a relationship more effective and equitable relations between science, technology and society" (Tula Molina, 2011)

2.3 LEGAL BASIS

2.3.1 Constitution of the Republic of Ecuador

The legal basis of this research is based in The Constitution of Ecuador of 2008 that express:

The Constitution of Ecuador states significant articles that based this research:

Article 16, literal 2: indicates that: “All persons, individually or collectively, have the right to: Universal access to information technology and communication.”

According to the article 16 literal 2 of the Constitution of the Republic of Ecuador there is the chance to have technological knowledge because today technology is essential in different areas of our society such as: medicine, science, and education.

Article 277: refers to achieve the good life, are general obligations of the State: To promote and advance science, technology, arts, ancestral knowledge, and general community activities creative initiative, associative, cooperative and private.

According to the article 277 of the Constitution of the Republic of Ecuador the Ecuadorians have the right to know and learn the updated tendencies in the different areas that they are involved.

Article 347 literal 8: point that “It is the responsibility of the State: Incorporate information technology and communication in the educational process and promote the link education with social productive activities”.

According to the article 347 of the Constitution of the Republic of Ecuador teachers and students should be benefited with the insertion of technology into the classroom because the content of the class will be different and innovative.

2.3.2 Organic Law of Education Intercultural

The Organic Law of Intercultural Education (LOEI) emphasizes important articles that based this research:

Article 6.j: “Ensure digital literacy and the use of technology of information and communication in the educational process, and facilitate the binding of teaching with productive or social activities.”

According to the article 6 from the organic law of education intercultural it is relevant the application of technology in the teaching and learning process

because the society needs good professionals who can contribute to the development of the country.

As conclusion and according to The Constitution of Ecuador and LOEI, education is a right of people to develop skills, and the use of technology is important in the development and construction of knowledge.

2.4 FUNDAMENTAL CATEGORIES

2.4.1 Educational technology

The Educational technology works in the teaching field emphasizing the study and ethical practice of enabling the learning and teaching process for improving the learner's communication skills performance through the creation and application of appropriate media resources and teaching processes.

Educational Technology is a set of general rules and procedures by which systematize the scientific knowledge to the solution of educational problems. It contributes to the transformation of the reality, according to an educational model that responds to certain guidelines within a larger context that is society. Educational Technology is not a theory but it consists in the application of different significant sciences.

2.4.2 Multiple Intelligences Theory

Howard Gardner of Harvard identified that there are distinct intelligences. This theory arose from cognitive research and "documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways." Gardner (1991) According to this theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, and the use of the body to solve problems.

2.4.2.1 Verbal/Linguistic Intelligence

Linguistic intelligence is the ability to use language effectively and communicate both in speaking and writing. People who have strong verbal /linguistic intelligence usually have a good vocabulary.

2.4.2.2 Logical/Mathematical Intelligence

Logical/Mathematical Intelligence is the ability to think about things in a logical systematic manner and to use number effectively and reasons well. People who prefer to use logical intelligence usually do well on standardized comprehension/writing language tests.

2.4.2.3 Interpersonal Intelligence

Interpersonal intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others.

2.4.2.4 Intrapersonal Intelligence

Intrapersonal intelligence entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations. In Howard Gardner's view it involves having an effective working model of ourselves, and to be able to use such information to regulate our lives.

2.4.2.5 visual/spatial Intelligence

Spatial intelligence is the ability to comprehend mental models, manipulate model them spatially and draw them in detail. They like to draw, do jigsaw puzzles, read maps and daydream. They can be taught through drawings, verbal and physical imagery.

2.4.2.6 Musical Intelligence

Musical Intelligence is the ability to show sensitivity to rhythm and sound. Musical intelligence involves skill in the performance, composition, and

appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. According to Howard Gardner musical intelligence runs in an almost structural parallel to linguistic intelligence.

2.4.2.7 Bodily-Kinesthetic Intelligence

Bodily-kinesthetic intelligence entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements.

2.4.2.8 Naturalistic Intelligence

Naturalistic Intelligence is the ability to recognize and classify both animal and plant kingdoms, to make other consequential distinctions in the natural world and to use this ability productively. People who use this intelligence often concerned with observing, classifying and understanding the parts of the physical environment.

2.4.3 What is an eBook?

There is no a general idea to establish the definition for the word eBook. An eBook can be well-defined in many ways but according to its features such as: accessibility and usability. All eBooks have similar characteristics and these

involve written works published in an electronic format and can be displayed on different electronic devices, such as computers and eBook readers.

An eBook can be defined as “an electronic version of content normally contained in newspapers, magazines or books. The content is created and stored in a computer file format that can be accessed by a variety of computer hardware and software applications.” (Amit, 2004)

Another definition for an eBook is the one provided by The Oxford Dictionary of English (2003), which describes the eBook as “an electronic version of a printed book which can be read on a personal computer, or hand held device designed specifically for this purpose”. (Oxford, 2015)

2.4.4 Software for creating eBooks

Nowadays eBooks are relevant web tools for authors of books who want to broadcast their thoughts or message to a wider audience faster and easier than many years ago. eBooks and e-readers can not exist without each other. An eBook can also support to the authors to demonstrate that they have the knowledge, resources, and skills that their customers need.

On internet there are many tools available that are useful for designing your own eBooks. Some of the applications (apps) on this list are the best recommended for

joining your ideas and thoughts but on the other hand there are other excellent apps to layout and design tools.

2.4.5.1 Evernote

Evernote is a program that through the years has become more and more popular because the users of it are allowing to organize in just one place their thoughts, notes, websites, images, and PDF files. It is a highly recommended program to use if anyone is planning to design an eBook. One great advantage is that from any computer a user can access its notes online and offline, making it program a handy tool for designing and publishing eBooks.

2.4.5.2 PagePlus

Serif's PagePlus is another great useful app for content marketers who want that their eBooks accomplish two main characteristics such as: aesthetically pleasing and functional. This app is similar to Adobe's because is easier to use and it contains the functionality eBook publisher that involves a beautiful professional-looking book, furthermore PagePlus allows the user to create images based on the titles vectors and on the titles of the whole chapters. One final characteristic is that a user is allowed to merge layers for creating a finished eBook professional design

2.4.5.3 Scrivener

Whereas many authors and content marketers prefer Evernote as a useful tool for designing and publishing eBooks, Scrivener is another application that offers to its

users a great manner for organizing their thoughts to design eBooks keeping all of their outlines, draft, and editing in just one place.

In addition, this program allows the user to comment by creating footnotes on different written parts of the eBook. Even in this application there are templates to create and design nonfiction books. Also this app is able to track the process of the author that proceed in a single session.

2.4.5.4 Issuu

Issuu is an available platform that authors can use for publishing electronic works because the process of uploading the eBook is simple. Issuu platform helps the authors to publish their eBooks quickly and cheaply but Issuu is not just a platform for publishing eBook, it is also a helpful application for the authors that should publish regular newsletters or work portfolios.

If any author is planning to use many illustrations in his/her work, Issuu would be a great option for distribution since it has a professional presentation.

2.4.5.5 Vook

Writing is something that for a long time has been at the reach of all. Internet has facilitated the process of publishing a book. However, that anyone can do it does not mean that it is simple. Fortunately, web tools such as Vook gives to the user all the facilities to create and distribute a book. Vook platform offers a broad service of publications including design and editing. In addition to the publication

of electronic books (eBooks), users are allowed of adding audio files or videos in their publications.

2.4.5.6 Calibre

Calibre is a platform designed to organize accumulated eBooks from the internet, it is a great tool that should be used when a user is researching on what already exists. This platform can be used to convert an eBook in so many formats of eBooks. The download of this platform is free and the process of setting up only takes a pair of minutes, when it is already installed and the user is working it allows to make an easy research through the literature.

2.4.5.7 Calaméo

Calaméo is a free document publishing platform that allows a user to create publish and broadcast interactive web publications to millions of e-readers on desktops, smartphones and tablets. This platform has a wide range of options and is easy to use. First of all, it's imperative to realize that in order to work with this program and create electronic book versions the user must write the manuscript on Microsoft Word, Open Office or some minimalist writing tool. A Calaméo user can create magazines, brochures, annual reports and handouts presentations.

2.4.6 Writing

In Wordreference, Writing is one of the ways to give an idea or message which is form in writing on a piece of paper or the other area. It is an act of making marks

on certain surface. Specifically, writing is one kind of expression in language which is created by particular sets of symbol, having conventional values for representing the wordings of particular language which is drawn up visually. (WordReference, 2015)

2.5 HYPOTHESIS

2.5.1 General hypothesis

The application of an e-book of multiple intelligences will promote the development of good English writing skills in students of tenth basic year at Unidad Educativa Salinas Innova.

2.5.2 Variables of the study

2.5.3 Independent variable

E-book of multiple intelligences

2.5.4 dependent variable

Development English writing skills

CHAPTER III

METHODOLOGY

3.1 RESEARCH APPROACH

The aim of this research will be based on quantitative and qualitative methodology; these methods will allow to obtain the best results about the improvement of the writing skills of the 10TH C Students from Unidad Educativa Salinas Innova.

3.1.1 Quantitative Method

This method will be useful in order to collect all the information that is required, this method also gives me the opportunity of measure and analyze the whole data related to the use of an eBook of multiple intelligences as a tool to promote the development of English writing skills in the 10th “C” students from Unidad Educativa Salinas Innova.

3.1.2 Qualitative Method

This method will be useful to understand information about the student’s behavior during the teaching – learning process of how they react against the methodology and resources that the English teacher applies for getting the best outcomes. This method will get specific facts that cannot be obtained with quantitative methods.

3.1.3 Empirical - Analytical Method

This method will help in this research project to gain knowledge about the facts and get answers concerning to the application of an eBook of multiple intelligences for improving the English writing skills by observations and experiences.

3.1.4. Observation Method

This method will help to find out detailed information about causes and effects of the problem related to the use of an eBook of multiple intelligences to improve the development of English writing skills of the 10th C Students from Unidad Educativa Salinas Innova.

3.2. LEVEL OR TYPE OF RESEARCH

According to the needs of the researcher, this work is characterized as:

3.2.1. Field Research

This research was placed in tenth course parallel “C” at Unidad Educativa Salinas Innova, and the aim was to recognize the problems that appear during the teaching – learning process of the English writing skill and the possible solutions using an eBook of multiple intelligences as a tool to create teaching activities focused on the multiple intelligences theory. (Students ‘different learning styles).

3.2.2. Bibliographic Research

For obtaining important and highly relevant information about the topic investigated, it was necessary to research information in academic Google and in the education section of UPSE Virtual Library, reading books, articles and other research related to the topic for selecting scientific and theoretical information about the use of an eBook of multiple intelligences in the education field guided to help the teachers to promote the development of writing skill and the effects on the students.

3.2.3 Correlational Research

This method will measure the degree of relationship between the stated problem (The improvement of the writing skills of the tenth course parallel “C” students from Unidad Educativa Salinas Innova) and the proposal (The use of an eBook of multiple intelligences).

3.2.4 Technological Research

Internet provides the opportunity to create update teaching activities for maintaining the students’ attention and to help them to improve their skills for learning a language but not all the information from the internet is right. This research is about an eBook of multiple intelligences guided to support the teachers to promote the development of writing skill. The main reason for exploring this research topic is that not all students learn with the same manner because they

have different learning styles. When teachers apply multiple intelligences teaching activities guided to promote the development writing skill, they have more opportunities to gain the students' attention and to help them to improve their writing skill and as a result they will avoid the grammatical structure mistakes.

3.2.5 Applied Research

This type of research will allow the use of an eBook of multiple intelligences in order to improve the development of writing skill of the tenth course parallel "C" students from Unidad Educativa Salinas Innova.

3.3 POPULATION AND SAMPLE

3.3.1 Population

The population of this research is formed by the principal, the English teachers of high school section, and the 23 students from the tenth course parallel "C" at Unidad Educativa Salinas Innova.

Chart# 1: Population

N°	Description	Quantify
01	Principal at Unidad Educativa Salinas Innova School	1
04	English teachers	8
03	Tenth course parallel "C" students at Unidad Educativa Innova School	23
TOTAL		32

Source: Secretary of Unidad Educativa Salinas Innova School.

Author: Miguel Angel Jurado Barahona.

3.4 VARIABLES OPERATIONALIZATION

3.4.1 Independent Variable:

E-book of multiple intelligences

Chart# 2: Independent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
An E-book is an electronic or digital format version of a printed book which can be read on a personal computer, or hand held device designed specifically for this purpose.	ICTs Software for creating eBooks	Skills Tools Multiple intelligences theory Teaching activities	Do you consider that the implementation of an eBook of multiple intelligences will help to teachers to promote the development of your English writing skills? It is important that teachers use an eBook of multiple intelligences as guide to improve your English writing skills. Do you consider that you can improve your English writing skills if teachers use an eBook of multiple intelligences as a guide to create writing teaching activities focused on your different learning styles? Do you consider that eBooks are easier to carry and store than printed books. Writing English skill has to be taught through the application of an eBook of multiple intelligences.	Survey Camera Video-Camera Observation Interview

Author: Miguel Angel Jurado Barahona.

3.4.2 Dependent Variable:

Development English writing skills

Chart# 3: Dependent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Writing skills are an important part of communication. Good writing skills allow to communicate any message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.</p>	<p>Significative learning</p> <p>Writing exercises</p> <p>English writing skill</p>	<p>Enough practice</p> <p>Appropriate teaching activities</p>	<p>Do you agree that writing is an important skill to develop your communicative competences?</p> <p>Your English writing skill has improved since you started high school.</p> <p>Do you think that Writing is a difficult skill to learn?</p> <p>Teachers should be dynamic when they teach how to write in English.</p> <p>Learning how to write properly in English is sometimes difficult if teachers don't use update teaching strategies.</p>	<p>Observation</p> <p>Interview</p> <p>Survey</p> <p>Camera</p>

Author: Miguel Angel Jurado Barahona.

3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.5.1 Techniques

In this research will be applied some techniques such as: direct observation, survey and interview.

3.5.1.1 Direct Observation

This technique will be useful in order to observe the phenomenon of study and collect information for later analysis.

3.5.1.2 The Survey

This technique will be applied to collect precise data through direct questions regarding the problem and the proposed solution, it will allow to get results about the advantages of the use of an e-book of multiple intelligences as a tool to promote the development of english writing to 10th “C” students from Unidad Educativa Salinas Innova.

3.5.1.3 Interview

This technique will be used to obtain direct information form the Principal of Unidad Educativa Salinas Innova and the teachers from the English area, about how important is the use of an eBook of multiple intelligences.

3.5.2 Instruments

3.5.2.1. Camera, Video - Camera

This instrument will be used to capture images and videos in order to reproduce them later and have an evidence of the application the ebook of multiple intelligences as a tool to promote the development of good writing skills.

3.5.2.2 Notebook

This instrument will be used for taking notes about the schedule and all the activities for doing during the investigation.

3.6 DATA COLLECTION PLAN

The data collection plan was done according to the surveys and interviews, mathematical calculations and statistical charts were done in order to present this research paper.

Chart# 4: Data Collection Plan

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve English writing skills
2. From which people or objects?	The tenth course parallel "C" students at Unidad Educativa Salinas Innova School
3. About What aspects?	Application of an ebook of multiple intelligences
4. Who?	Undergraduated (English Teacher: Miguel Angel Jurado Barahona)
5. To whom	Students, Principal and Teachers
6. When?	2015-2016
7. Where?	Unidad Educativa Salinas Innova School
8. How many times?	Once a year during the academic year 2015-2016
9. How?	Individually
10. What data collection techniques?	Interviews, Surveys and Observations
11. With what?	an activity guide and Camera

Author: Miguel Angel Jurado Barahona

3.7 DATA PROGRESSING PLAN

Chart# 5: Data Processing plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>Through an interview to the Principal, the English teachers and a survey directed to tenth parallel “C” students at Unidad Educativa Salinas Innova, it was determined that students have low level in English writing skill and the purpose of it.</p>	<p>Once the problem was discovered the investigator started looking for related information at: Books, articles, internet, among others of why it is recommended the use of an eBook of multiple intelligences as a tool to promote the development of good writing skills.</p>	<p>Once the problem was confirmed at Unidad Educativa Salinas Innova, surveys and interviews were made (survey for students and English teachers and interviews for principal), these were analyzed in order to develop a proposal to solve the stated problem.</p>	<p>With all the collected data, it was identified that tenth course parallel “C” students need to increase their English writing skills. The Principal and the English teacher at Unidad Educativa Salinas Innova supported the application of an eBook of multiple intelligences as a tool for improving students’s writing skills.</p>	<p>Implementing of an eBook of multiple intelligences to tenth course parallel “C” will improve their English writing skills.</p>

Author: Miguel Angel Jurado Barahona

3.8. ANALYSIS AND INTERPRETATION OF RESULTS

3.8.1 Interview Directed To The Principal From Unidad Educativa Salinas

Innova School

Question 1: Do you consider that the use of ICTs (Information and Communication Technologies) are relevant in the English teaching field?

INTERPRETATION

The Principal expresses that the ICTs are very important in the teaching and learning process because teachers have more resources for using in their classes.

Question 2: What do you think are the benefits of using ICTs for the teaching-learning process of English language?

INTERPRETATION

The principal said that there are several uses of ICT because when teachers explain a specific topic they can do this with many resources from Internet. Furthermore, students can use the Internet to make researches by themselves and continue practicing.

Question 3: Do you agree that the teachers of English area from your institution apply new strategies focused on the different student's intelligences?

INTERPRETATION:

The principal expresses that is important that English teachers apply strategies focused on the different student's intelligences because students have more opportunities for learning English language.

Question 4: Is writing an important English skill that students should develop to improve their communicative competences?

INTERPRETATION

The principal answers that writing is an essential skill that students should learn because it is the basis of English language.

Question 5: Do you consider that multiple intelligences theory is a useful tool for creating or adapting update teaching activities?

INTERPRETATION

The principal expresses that with this theory English teachers have more resources to encourage students to pay attention and practice during the teaching – learning process as a result they will improve their communicative competences.

Question 6: Learning how to write properly in English is difficult for students if the teaching activities are not focused on the student's different learning styles?

INTERPRETATION

The principal said that students make many mistakes when they write in English due to they do not have a good use of grammar and vocabulary because students get bored during the teaching of grammar rules.

Question 7: Do you consider that the implementation of an eBook of multiple intelligences will support to teachers to promote the development of good English writing skills in their students?

INTERPRETATION

The principal answers that the implementation of an eBook of multiple intelligences will act as a perfect web tool to help teachers to be creative.

Question 8: It is helpful for teachers use an eBook of multiple intelligences as guide to create or adapt teaching activities for improving the student's English writing skills.

INTERPRETATION

The principal expresses that the new technologies applied in the teaching field are great resources for creating or adapting activities to encourage students learning.

Question 9: Have you ever planned to use multiple intelligences theory of Howard Gardner as teaching strategy for contributing with the academic plan of your institution?

INTERPRETATION:

The principal answers that he do not know the theory of multiple intelligence and that's the reason why he have never planned to use it.

Question 10: Will you support the implementation of an eBook of multiple intelligences to promote the development of good English writing skills on your students?

INTERPRETATION:

The principal said that an eBook of multiple intelligences will be a great implementation for English area.

3.8.2. Interview Directed To Interview Specialists

Question 1: What are the advantages of using ICTs in the Education?

INTERPRETATION:

The specialist expresses that the ICTs are very important in the teaching and learning process because teachers have more resources for using in their classes with the use of the ICTs students can search on internet as a result they can show interest for investigating the assignments sent.

Question 2: What is your opinion about the use of ICTs during the teaching learning process?

INTERPRETATION:

The specialist said that with the use of ICTs the education is changing constantly making interactive the teaching learning process.

Question 3: Do you agree with the implementation of an eBook of multiple intelligences for benefiting students to improve the development of their English writing skills?

INTERPRETATION:

The specialist answers that she agrees with the implementation of eBooks because this tool allows students to practice and interact during classes as a result they will find it faster and easier.

Question 4: What benefits will students obtain if teachers use an eBook of multiple intelligences as a tool to create or adapt different teaching activities?

INTERPRETATION:

The specialist said the benefits of using eBooks as tools to create or adapt different teaching activities, the learning process will be versatile and teachers will get better learning outcomes.

Question 5: What recommendations would you give to other teachers for using technology in the classroom?

INTERPRETATION:

The specialist answers that technology is important to encourage students to show interest in the class because the activities that teachers apply are the best tools for making the learning process better, so that the activities mixed with technology give more benefits to students to improve their knowledge in this case technology plays a significant role for improving students' skills.

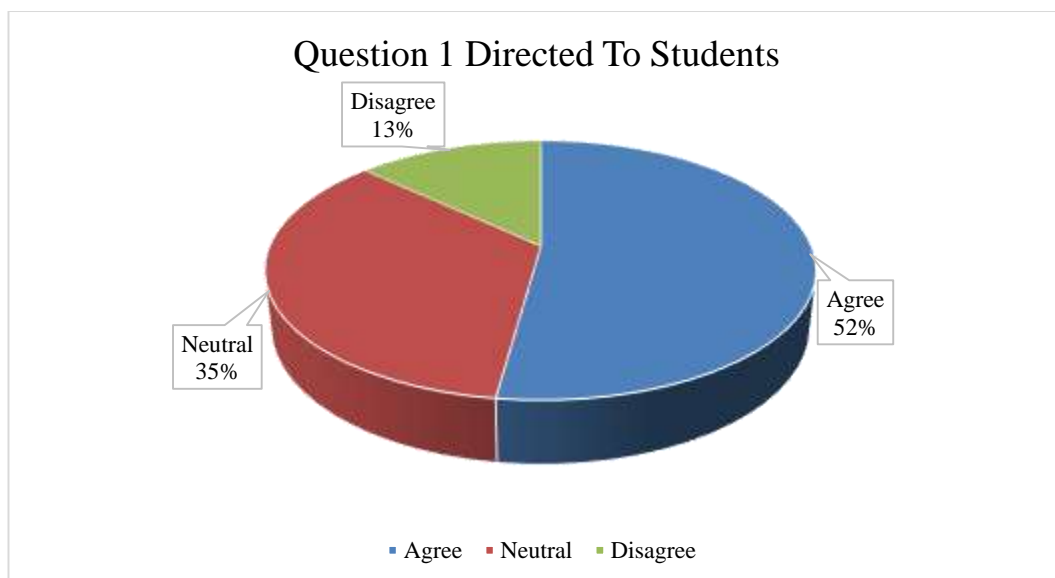
3.8.3. Survey Directed To Students

Question 1: Do you agree that writing is an important skill to develop your communicative competences?

Chart# 6: Writing is an important skill

ALTERNATIVES	FRECUENCY	PERCENTAGE
Agree	12	52%
Neutral	8	35%
Disagree	3	13%
TOTAL	23	100%

Graph# 1: Writing is an important skill



Source: Survey directed to tenth course parallel "C" students

Author: Miguel Angel Jurado Barahona

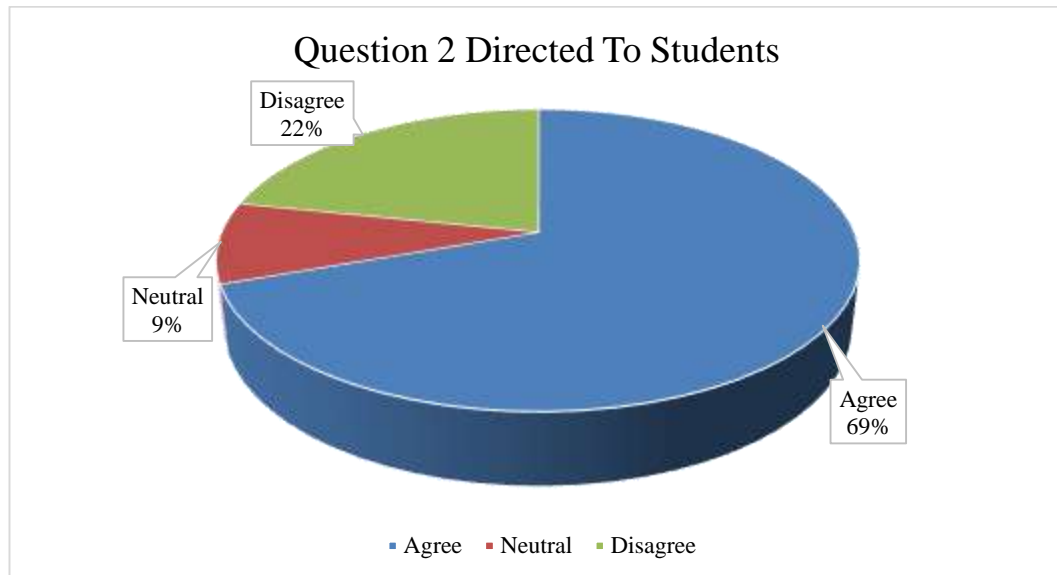
INTERPRETATION: According to the data, 52% of students consider that writing is essential in education, students have the opportunity to know vocabulary, grammar structure, develop reading strategies, improve knowledge, and develop other communicative skills.

Question 2: Has your English writing skill improved since you started high school?

Chart# 7: English writing skill has improved since you started high school

ALTERNATIVES	FRECUENCY	PERCENTAGE
Agree	16	69%
Neutral	2	9%
Disagree	5	22%
TOTAL	23	100%

Graph# 2: English writing skill has improved since you started high school



Source: Survey directed to tenth course parallel "C" students

Author: Miguel Angel Jurado Barahona

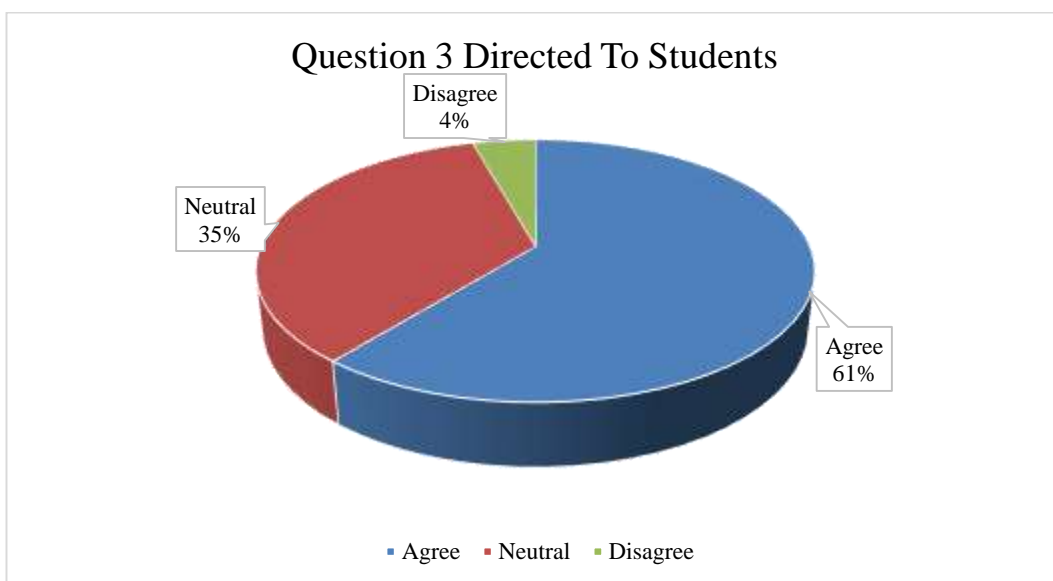
INTERPRETATION: According to the data, 69% of students agree and they consider that their writing skills have improve since they started high school.

Question 3: Should teachers be dynamic when they teach how to write in English?

Chart# 8: Teachers should be dynamic

ALTERNATIVES	FRECUENCY	PERCENTAGE
Agree	14	61%
Neutral	8	35%
Disagree	1	4%
TOTAL	23	100%

Graph# 3: Teachers should be dynamic



Source: Survey directed to tenth course parallel "C" students

Author: Miguel Angel Jurado Barahona

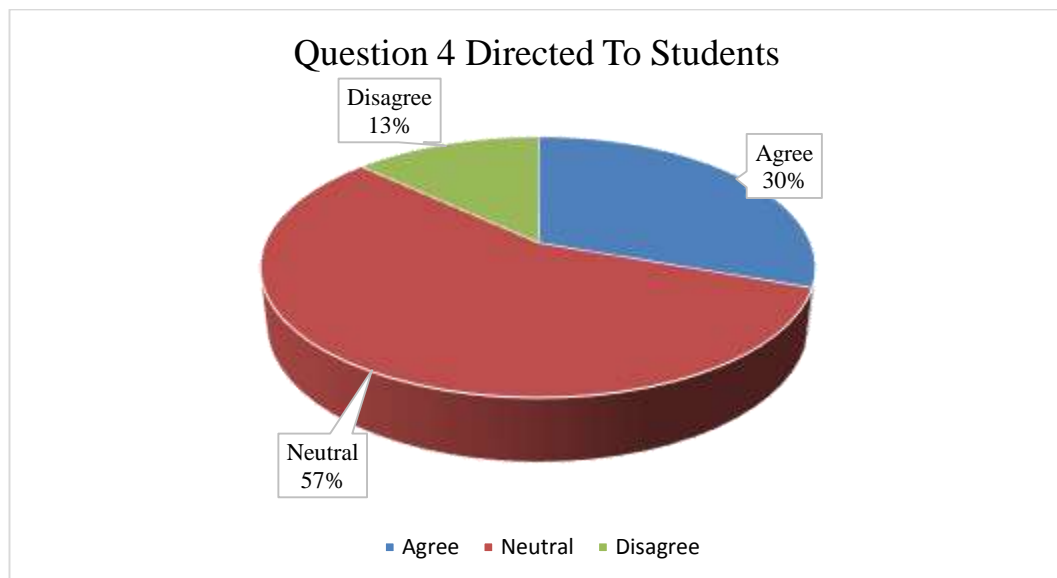
INTERPRETATION: According to the data, 61% of students agree and they consider that teachers should be dynamic when they teach how to write in English.

Question 4: Do you think that Writing is a difficult skill to learn?

Chart# 9: Writing is a difficult skill to learn

ALTERNATIVES	FRECUENCY	PERCENTAGE
Agree	7	30%
Neutral	13	57%
Disagree	3	13%
TOTAL	23	100%

Graph# 4: Writing is a difficult skill to learn



Source: Survey directed to tenth course parallel "C" students

Author: Miguel Angel Jurado Barahona

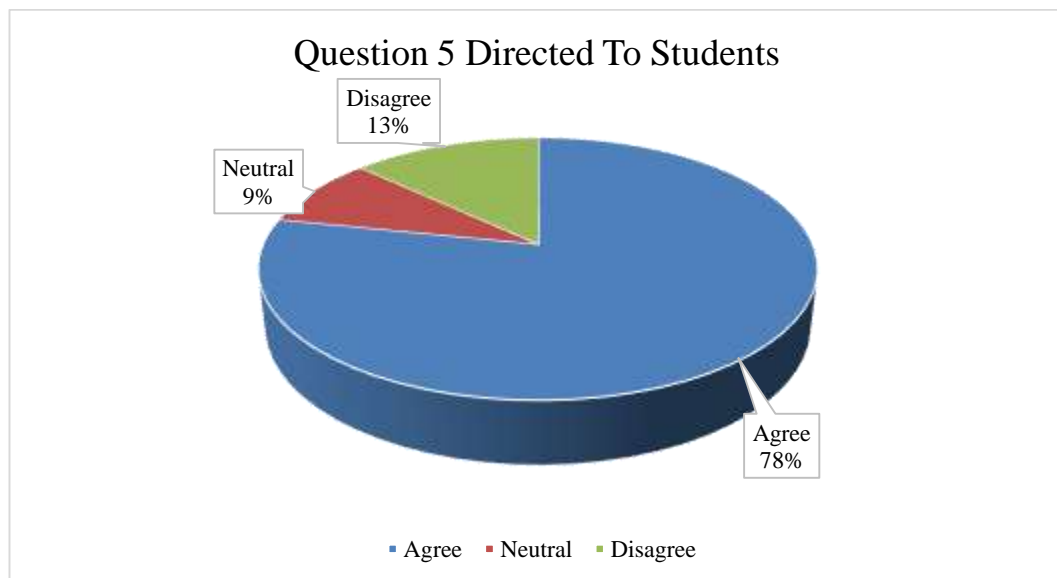
INTERPRETATION: According to the data, 57% of students agree and they consider that Writing is a difficult skill to learn.

Question 5: Do you agree that learning how to write properly in English is sometimes difficult if teachers don't use update teaching strategies?

Chart# 10: Learning how to write properly in English

ALTERNATIVES	FRECUENCY	PERCENTAGE
Agree	18	78%
Neutral	2	9%
Disagree	3	13%
TOTAL	23	100%

Graph# 5: Learning how to write properly in English



Source: Survey directed to tenth course parallel "C" students

Author: Miguel Angel Jurado Barahona

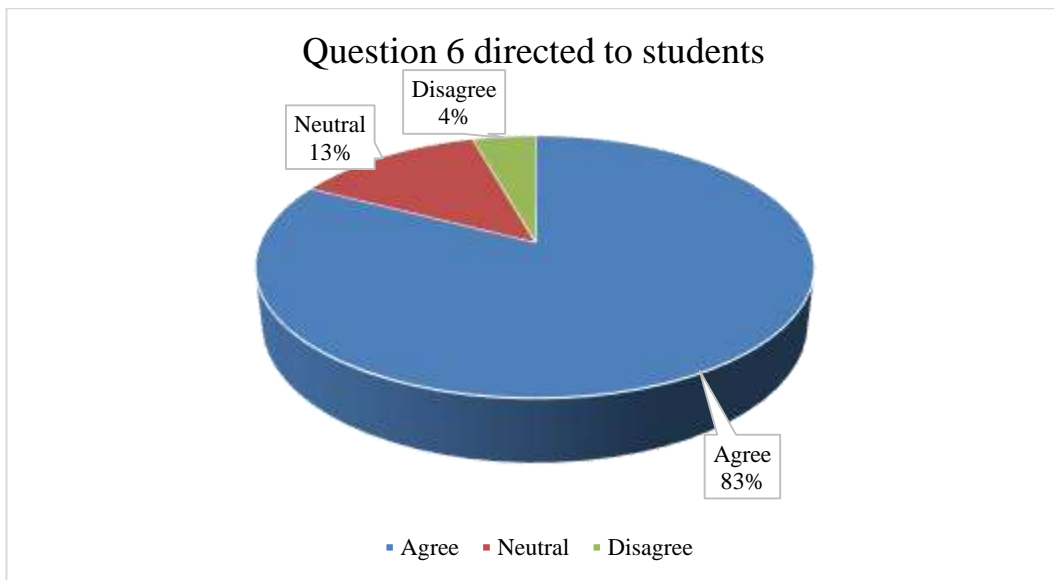
INTERPRETATION: According to the data, 78% of students agree and they think that learning how to write properly in English is sometimes difficult if teachers don't use update teaching strategies.

Question 6: Do you consider that eBooks are easier to carry and store than printed books?

Chart# 11: eBooks are easier to carry and store

ALTERNATIVES	FRECUENCY	PERCENTAGE
Agree	19	83%
Neutral	3	13%
Disagree	1	4%
TOTAL	23	100%

Graph# 6: eBooks are easier to carry and store



Source: Survey directed to tenth course parallel “C” students

Author: Miguel Angel Jurado Barahona

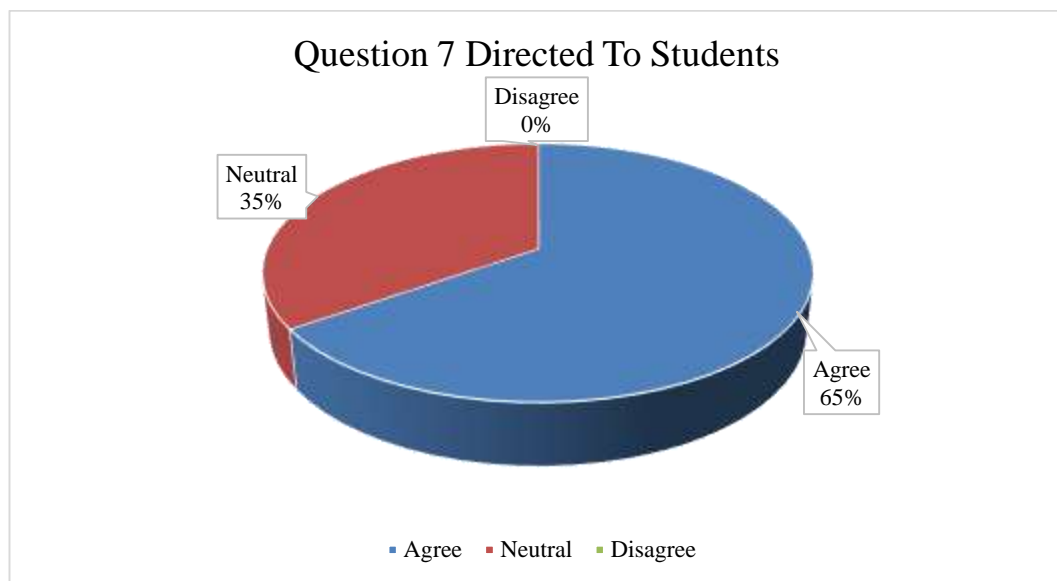
INTERPRETATION: According to the data, 83% of students agree and they think that eBooks are easier to carry and store than printed books.

Question 7: Do you consider that writing English skill has to be taught through the application of an eBook of multiple intelligences?

Chart# 12: Writing skill has to be taught through the application of an eBook

ALTERNATIVES	FRECUENCY	PERCENTAGE
Agree	15	65%
Neutral	8	35%
Disagree	0	0%
TOTAL	23	100%

Graph# 7: Writing skill has to be taught through the application of an eBook



Source: Survey directed to tenth course parallel “C” students

Author: Miguel Angel Jurado Barahona

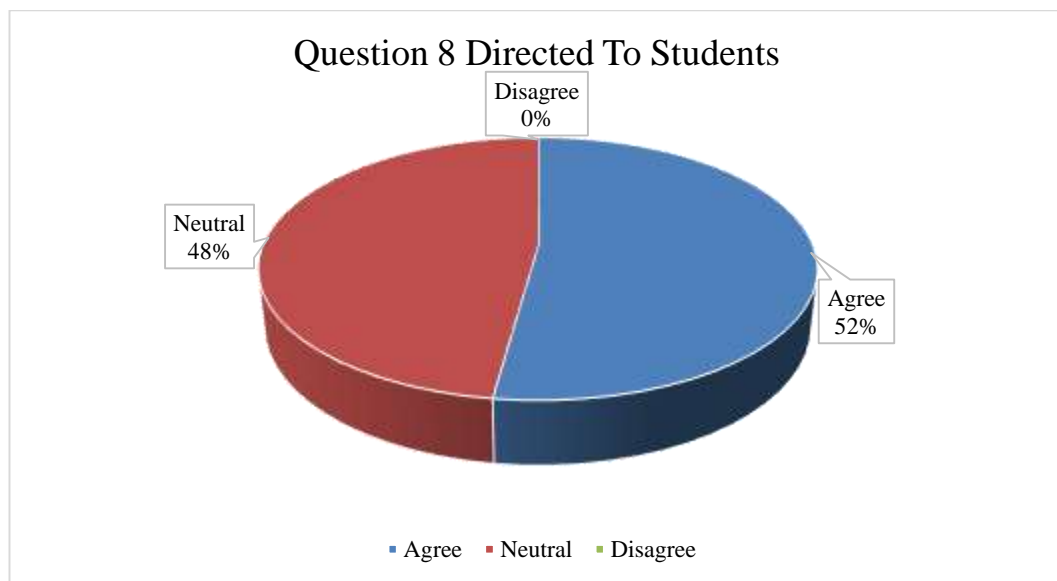
INTERPRETATION: According to the data, 65% of students agree and they consider that writing English skill has to be taught through the application of an eBook of multiple intelligences.

Question 8: Do you consider that the implementation of an eBook of multiple intelligences will support to teachers to promote the development of your English writing skills?

Chart# 13: An eBook of multiple intelligences

ALTERNATIVES	FRECUENCY	PERCENTAGE
Agree	12	52%
Neutral	11	48%
Disagree	0	0%
TOTAL	23	100%

Graph# 8: An eBook of multiple intelligences



Source: Survey directed to tenth course parallel “C” students

Author: Miguel Angel Jurado Barahona

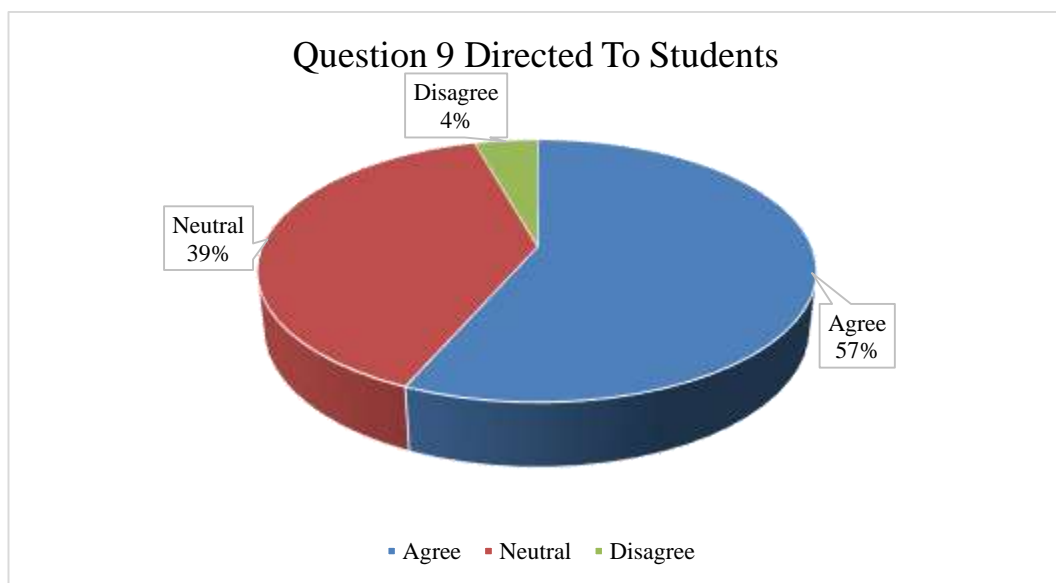
INTERPRETATION: According to the data, 52% of students agree and they consider that the implementation of an eBook of multiple intelligences will help teachers to promote the development of their English writing skills.

Question 9: Is it important that your teacher uses an eBook of multiple intelligences as guide to improve your English writing skills?

Chart# 14: An eBook of multiple intelligences as guide to improve writing skills

ALTERNATIVES	FRECUENCY	PERCENTAGE
Agree	13	57%
Neutral	9	39%
Disagree	1	4%
TOTAL	23	100%

Graph# 9: An eBook of multiple intelligences to improve writing skills



Source: Survey directed to tenth course parallel “C” students

Author: Miguel Angel Jurado Barahona

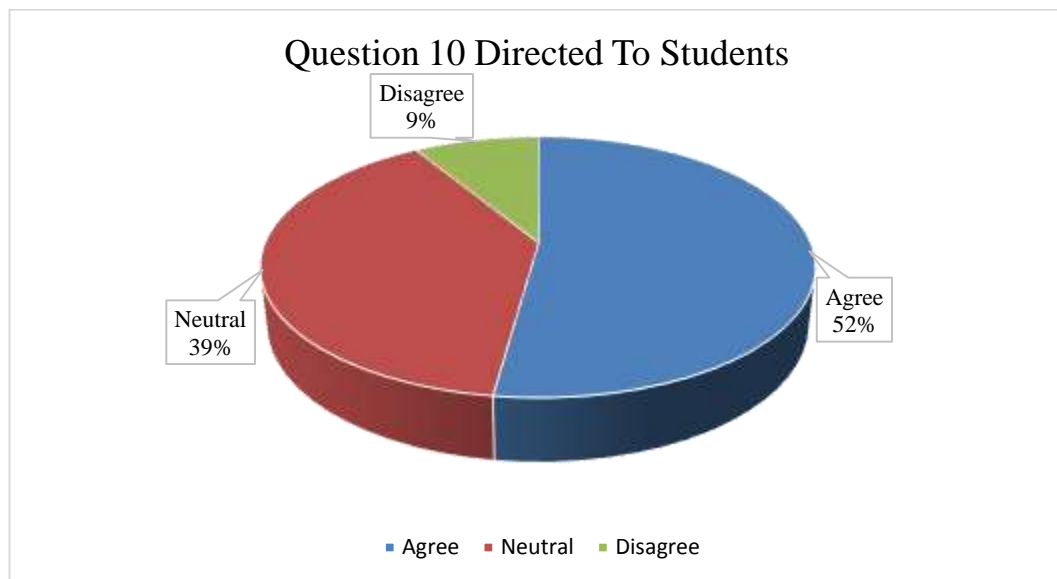
INTERPRETATION: According to the data, 57% of students agree and they consider that teachers use an eBook of multiple intelligences as guide to improve their English writing skills.

Question 10: Do you consider that you can improve your English writing skills if teachers use an eBook of multiple intelligences as a guide to create writing teaching activities focused on your different learning styles?

Chart# 15: An eBook of multiple intelligences to create writing activities

ALTERNATIVES	FRECUENCY	PERCENTAGE
Agree	13	52%
Neutral	9	39%
Disagree	2	9%
TOTAL	23	100%

Graph# 10: An eBook of multiple intelligences to create writing activities



Source: Survey directed to tenth course parallel "C" students

Author: Miguel Angel Jurado Barahona

INTERPRETATION: According to the data, 52% of students agree and they think that they can improve their English writing skills if teachers use an eBook of multiple intelligences.

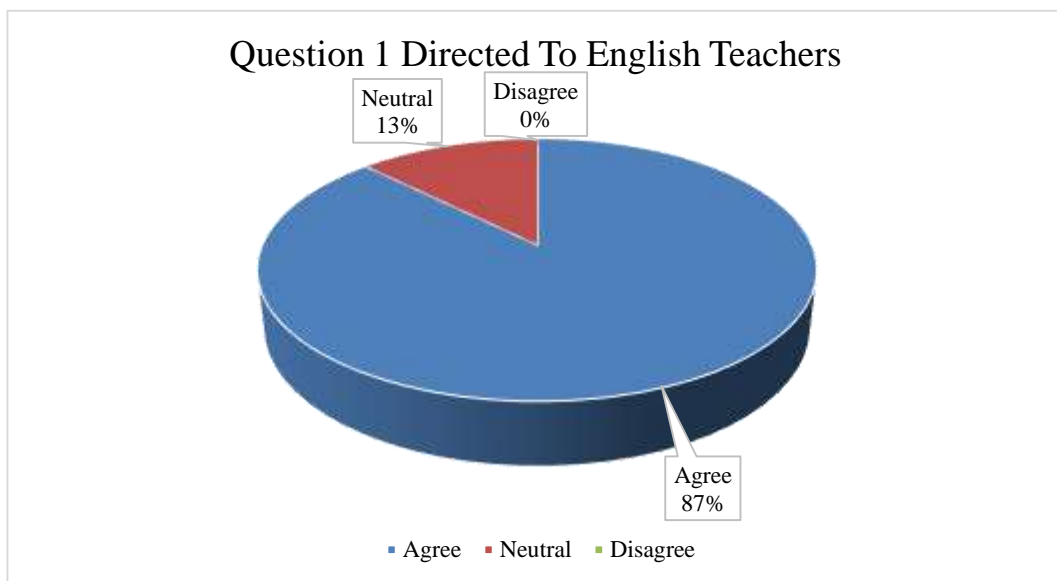
3.8.4. Survey Directed To English Teachers

Question 1: Do you consider that eBooks are easier to carry and store than printed books?

Chart# 16: eBooks are easier to carry and store than printed books

	FRECUENCY	PERCENTAGE
Agree	7	87%
Neutral	1	13%
Disagree	0	0%
TOTAL	8	100%

Graph# 11: eBooks are easier to carry and store than printed books



Source: Survey directed to teachers from Unidad Educativa Salinas Innova.

Author: Miguel Angel Jurado Barahona

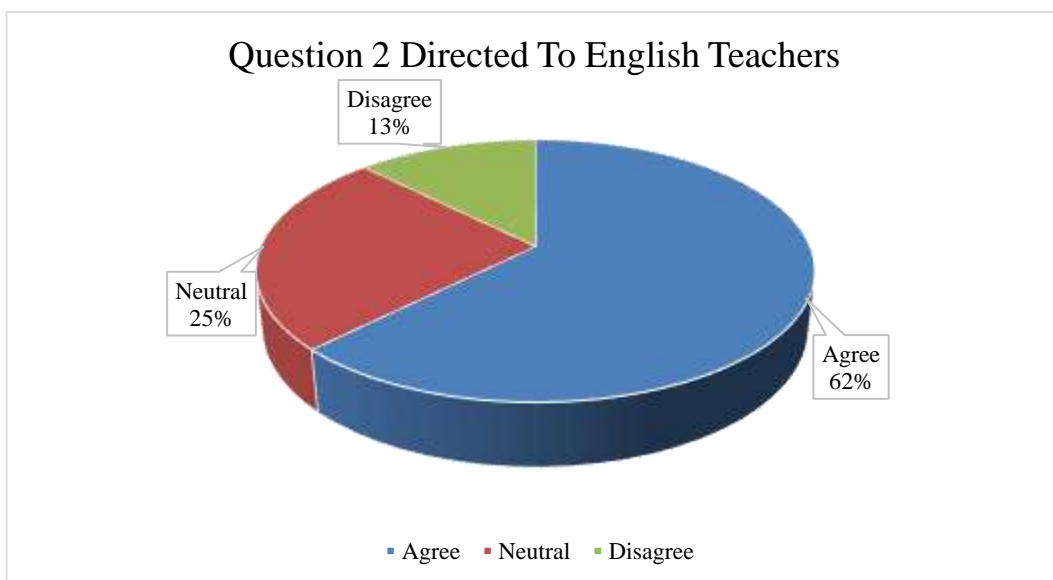
INTERPRETATION: According to the data, 87% of teachers agree and they consider that eBooks are easier to carry and store than printed books.

Question 2: Do you agree that writing is an important skill that students should develop to improve their communicative competences?

Chart# 17: Writing is an important skill that students should develop

	FRECUENCY	PERCENTAGE
Agree	5	62 %
Neutral	2	25 %
Disagree	1	13 %
TOTAL	8	100%

Graph# 12: Writing is an important skill that students should develop



Source: Survey directed to teachers from Unidad Educativa Salinas Innova

Author: Miguel Angel Jurado Barahona

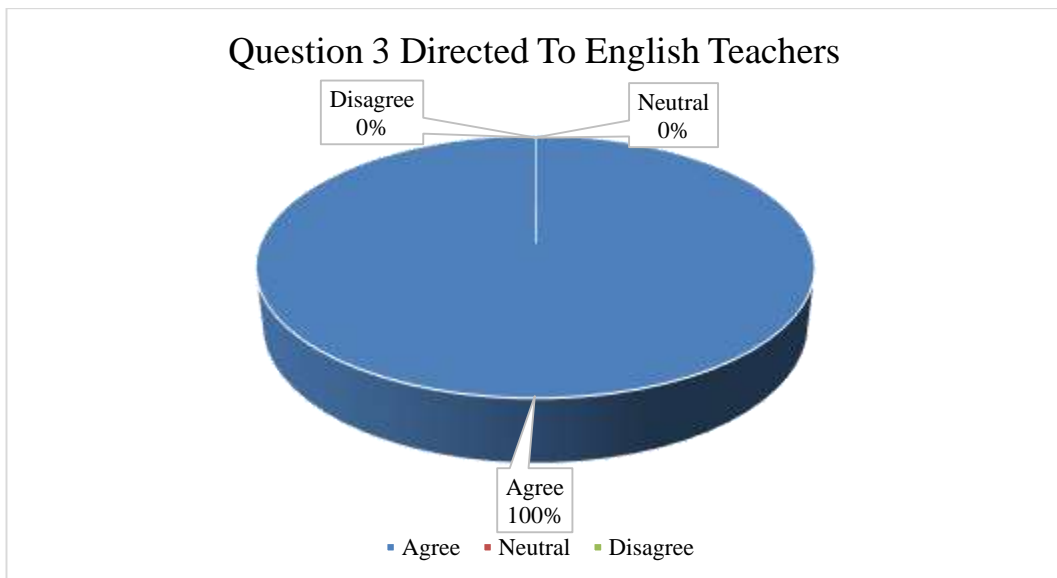
INTERPRETATION: According to the data, 62% of teachers agree and they consider that writing is an important skill that students should develop to improve their communicative competences.

Question 3: Do you consider that your student’s English writing skills have improved since they started high school?

Chart# 18: Student’s English writing skills

	FRECUENCY	PERCENTAGE
Agree	8	100 %
Neutral	0	0 %
Disagree	0	0 %
TOTAL	8	100%

Graph# 13: Student’s English writing skills



Source: Survey directed to teachers from Unidad Educativa Salinas Innova

Author: Miguel Angel Jurado Barahona.

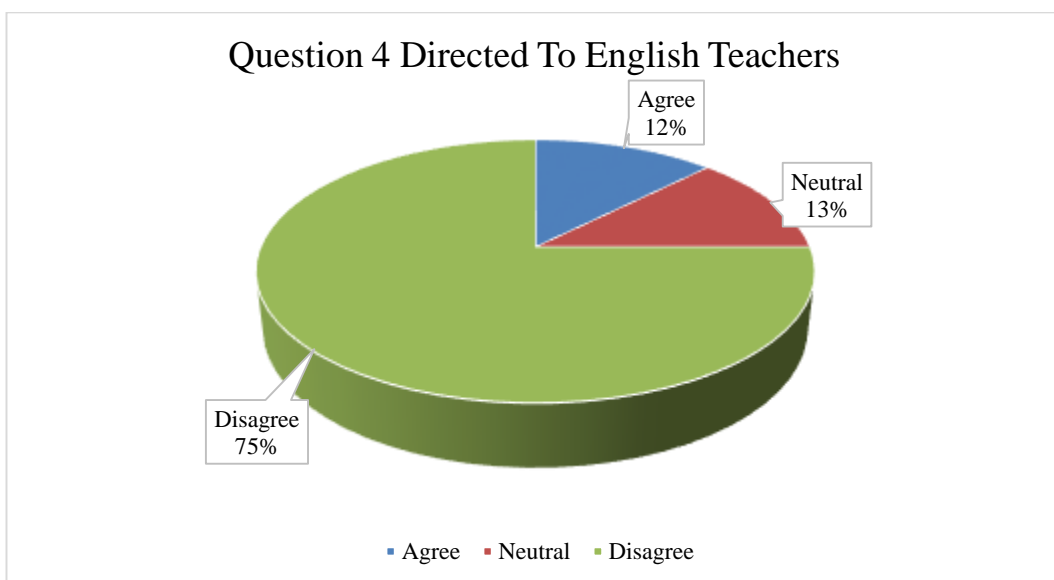
INTERPRETATION: According to the data, 100% of teachers agree and they consider that their student’s English writing skills have improved since they started high school.

Question 4: Have you ever applied multiple intelligences teaching activities to promote the development of good English writing skills in your students?

Chart# 19: Multiple intelligences teaching activities

	FRECUENCY	PERCENTAGE
Agree	1	12 %
Neutral	1	13 %
Disagree	6	75 %
TOTAL	8	100%

Graph# 14: Multiple intelligences teaching activities



Source: Survey directed to teachers from Unidad Educativa Salinas Innova

Author: Miguel Angel Jurado Barahona.

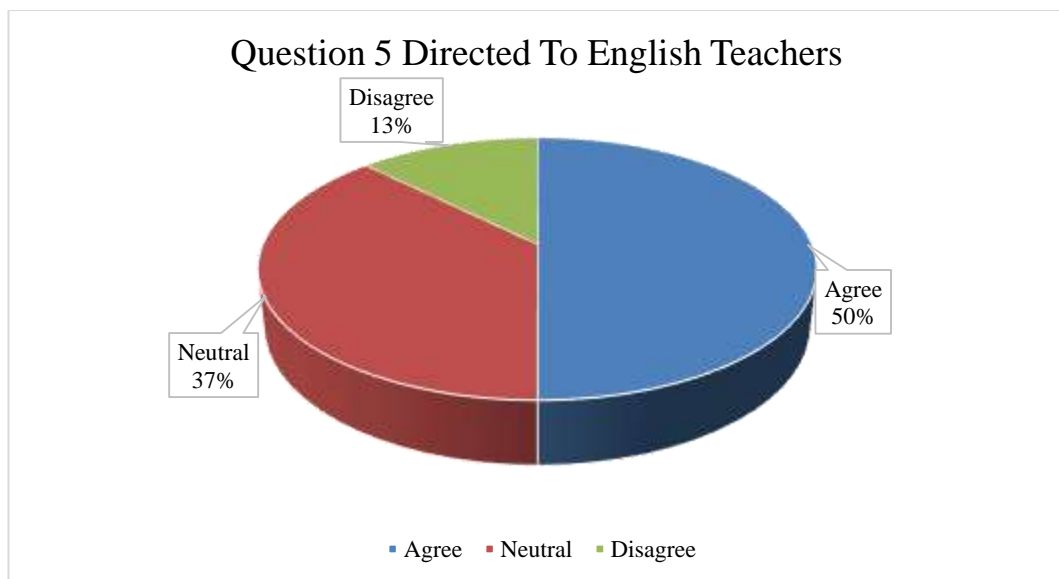
INTERPRETATION: According to the data, 75% of teachers disagree and they consider that they have never applied multiple intelligences teaching activities to promote the development of good English writing skills in their students.

Question 5: Do you agree that learning how to write properly in English is difficult for your students if the teaching activities are not focused on the student’s different learning styles?

Chart# 20: Learning how to write properly in English is difficult

	FRECUENCY	PERCENTAGE
Agree	4	50 %
Neutral	3	37 %
Disagree	1	13 %
TOTAL	8	100%

Graph# 15: Learning how to write properly in English is difficult



Source: Survey directed to teachers from Unidad Educativa Salinas Innova

Author: Miguel Angel Jurado Barahona.

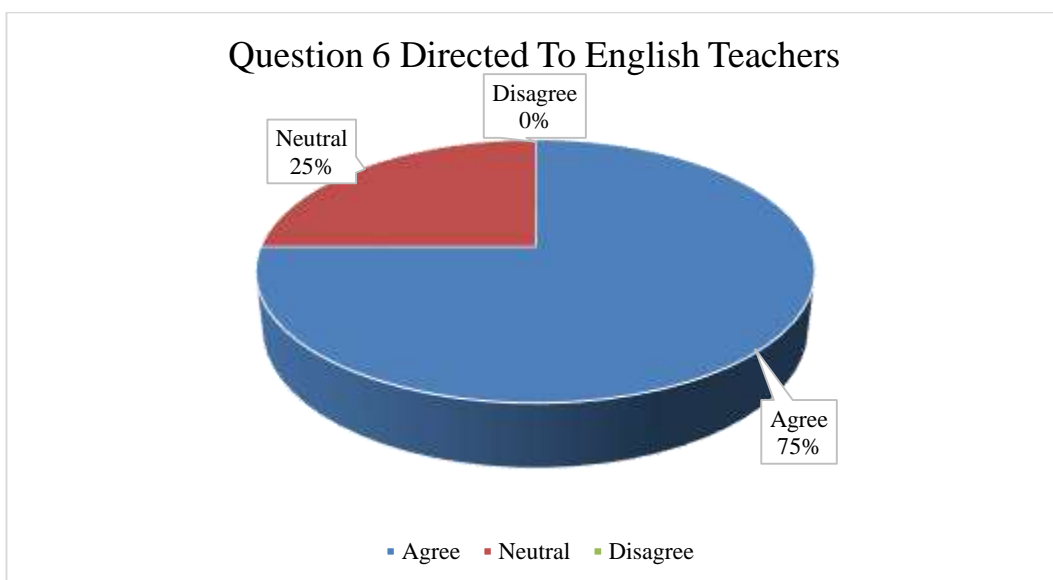
INTERPRETATION: According to the data, 50% of teachers agree and they consider that learning how to write properly in English is difficult for students if the teaching activities are not focused on the student’s different learning styles.

Question 6: Do you consider that writing English skill has to be taught through the application of an eBook of multiple intelligences?

Chart# 21: Writing skill has to be taught through the application of an eBook

	FRECUENCY	PERCENTAGE
Agree	6	75 %
Neutral	2	25 %
Disagree	0	0 %
TOTAL	8	100%

Graph# 16: Writing skill has to be taught through the application of an eBook



Source: Survey directed to teachers from Unidad Educativa Salinas Innova

Author: Miguel Angel Jurado Barahona.

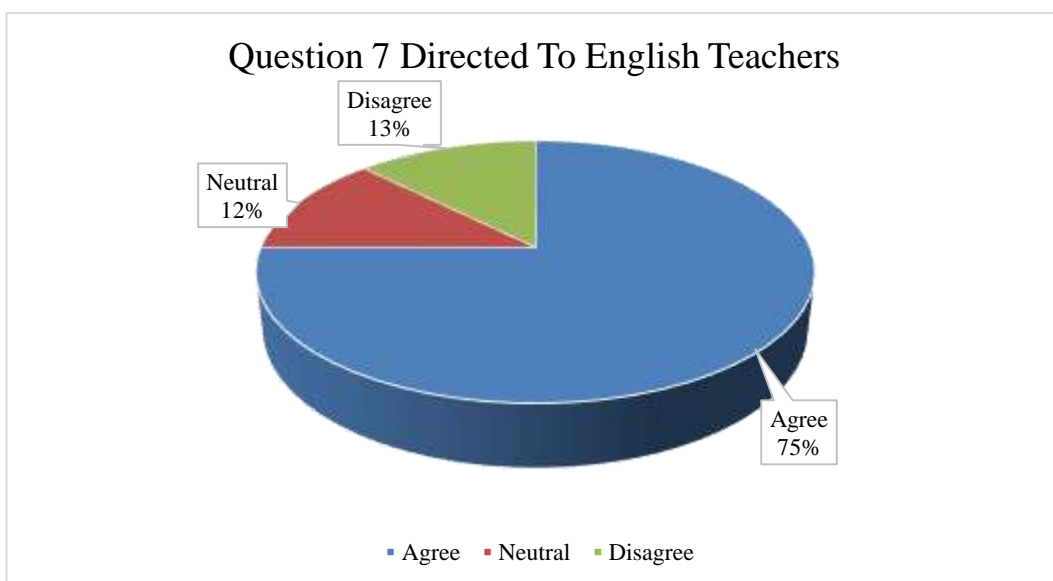
INTERPRETATION: According to the data, 75% of teachers agree and they consider that writing English skill has to be taught through the application of an eBook of multiple intelligences.

Question 7: Do you consider that the implementation of an eBook of multiple intelligences will support to teachers to promote the development of good English writing skills in their students?

Chart# 22: The implementation of an eBook of multiple intelligences

	FRECUENCY	PERCENTAGE
Agree	6	75 %
Neutral	1	12 %
Disagree	1	13 %
TOTAL	8	100%

Graph# 17: The implementation of an eBook of multiple intelligences will support to teachers



Source: Survey directed to teachers from Unidad Educativa Salinas Innova

Author: Miguel Angel Jurado Barahona.

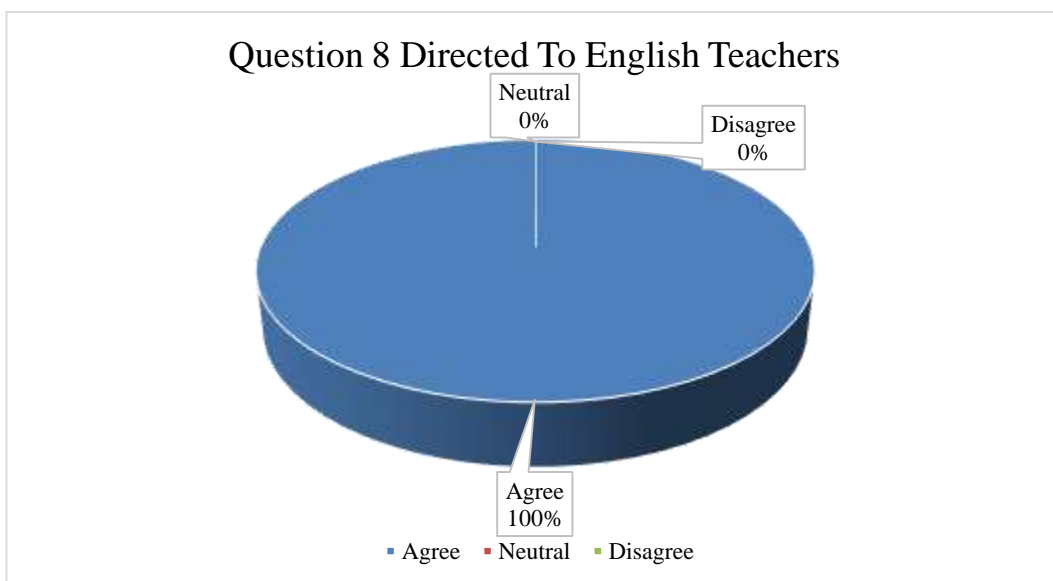
INTERPRETATION: According to the data, 75% of teachers agree and they consider that the implementation of an eBook of multiple intelligences will help to teachers to promote the development of good English writing skills.

Question 8: Is it helpful for teachers use an eBook of multiple intelligences as guide to create or adapt teaching activities for improving the student’s English writing skills?

Chart# 23: An eBook of multiple intelligences to create teaching activities

	FRECUENCY	PERCENTAGE
Agree	8	100 %
Neutral	0	0 %
Disagree	0	0 %
TOTAL	8	100%

Graph# 18: An eBook of multiple intelligences to create teaching activities



Source: Survey directed to teachers from Unidad Educativa Salinas Innova

Author: Miguel Angel Jurado Barahona.

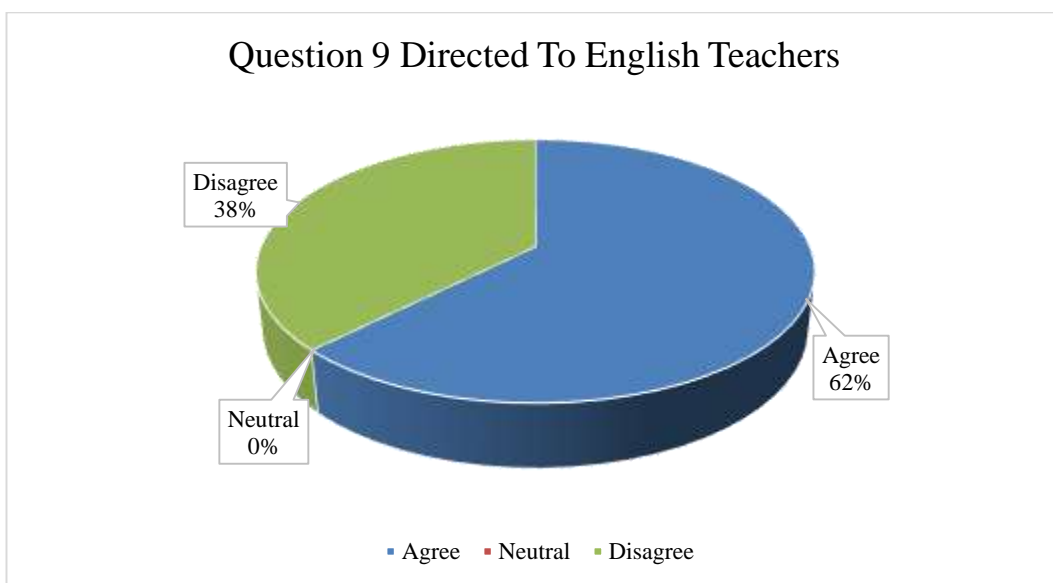
INTERPRETATION: According to the data, 100% of teachers agree and they consider that is helpful for teachers use an eBook of multiple intelligences as guide to create or adapt teaching activities for improving the student’s English writing skills.

Question 9: Do you consider that writing is a difficult skill in which students always have problems of manage it properly?

Chart# 24: Writing is a difficult skill in which students always have problems

	FRECUENCY	PERCENTAGE
Agree	5	62 %
Neutral	0	0 %
Disagree	3	38 %
TOTAL	8	100%

Graph# 19: Writing is a difficult skill in which students always have problems



Source: Survey directed to teachers from Unidad Educativa Salinas Innova

Author: Miguel Angel Jurado Barahona.

INTERPRETATION: According to the data, 62% of teachers agree and they consider that writing is a difficult skill in which students always have problems of manage it properly.

3.8.5. ANALYSIS OF RESULTS CHART- STUDENTS

Chart# 25: Analysis of results – students

		AGREE		NEUTRAL		DISAGREE		TOTAL	
N ^o	QUESTIONS	Q	%	Q	%	Q	%		%
1	Do you agree that writing is an important skill to develop your communicative competences?	12	52%	8	35%	3	13%	23	100%
2	Has your English writing skill improved since you started high school?	16	69%	2	9%	5	22%	23	100%
3	Should teachers be dynamic when they teach how to write in English?	14	61%	8	35%	1	4%	23	100%
4	Do you think that Writing is a difficult skill to learn?	7	30%	13	57%	3	13%	23	100%
5	Do you agree that learning how to write properly in English is sometimes difficult if teachers don't use update teaching strategies?	18	78%	2	9%	3	13%	23	100%
6	Do you consider that eBooks are easier to carry and store than printed books?	19	83%	3	13%	1	4%	23	100%
7	Do you consider that writing English skill has to be taught through the application of an eBook of multiple intelligences?	15	65%	8	35%	0	0%	23	100%
8	Do you consider that the implementation of an eBook of multiple intelligences will support to teachers to promote the development of your English writing skills?	12	52%	11	48%	0	0%	23	100%
9	Is it important that your teacher uses an eBook of multiple intelligences as guide to improve your English writing skills?	13	57%	9	39%	1	4%	23	100%
10	Do you consider that you can improve your English writing skills if teachers use an eBook of multiple intelligences as a guide to create writing teaching activities focused on your different learning styles?	12	52%	9	39%	2	9%	23	100%

Author: Miguel Angel Jurado Barahona.

3.8.5.1 Analysis of results - students

The results show that students like English because they think that if they learn this language they will be able to communicate with foreign people and get better jobs. Also the results show that they think that learning grammar structures and vocabulary of this language is huge and intricate as a result their writing skill level is low and they need to improve it.

Students consider that teacher should use updated teaching strategies to encourage them to learn how to write properly in English because they got bored with the same strategy as a result they lose interest of learning English language.

On the other hand, they consider that if teachers use activities that are focused on their real needs like the exercises from the eBook of multiple intelligences that are based on their different learning styles they will be encourage to practice actively, because they think that this kind of exercises are versatile.

3.8.6. Analysis of Results Chart- English Teachers

Chart# 26: Analysis of results – teachers

		AGREE		NEUTRAL		DISAGREE		TOTAL	
N o.	QUESTIONS	Q	%	Q	%	Q	%		%
1	Do you consider that eBooks are easier to carry and store than printed books?	7	87%	1	13%	0	0%	8	100%
2	Do you agree that writing is an important skill that students should develop to improve their communicative competences?	5	62%	2	25%	1	13%	8	100%
3	Do you consider that your student's English writing skills have improved since they started high school?	8	100%	0	0%	0	0%	8	100%
4	Have you ever applied multiple intelligences teaching activities to promote the development of good English writing skills in your students?	1	12%	1	13%	75	75%	8	100%
5	Do you agree that learning how to write properly in English is difficult for your students if the teaching activities are not focused on the student's different learning styles?	4	50%	3	37%	1	13%	8	100%
6	Do you consider that writing English skill has to be taught through the application of an eBook of multiple intelligences?	6	75%	2	25%	0	0%	8	100%
7	Do you consider that the implementation of an eBook of multiple intelligences will help to teachers to promote the development of good English writing skills in their students?	6	75%	1	12%	1	13%	8	100%
8	Is it helpful for teachers use an eBook of multiple intelligences as guide to create or adapt teaching activities for improving the student's English writing skills?	8	100%	0	0%	0	0%	8	100%
9	Do you consider that writing is a difficult skill in which students always have problems of manage it properly?	5	62%	0	0%	3	38%	8	100%

Author: Miguel Angel Jurado Barahona

3.8.6.1 Analysis of results - teachers

The result shows that English teachers consider that writing skill is very important during the teaching – learning process of their students of improving their communicative competences, they also consider that the use of technology is an excellent tool to reach it. Some of them have knowledge about the multiple intelligences theory and how to teach with them. As a result English teachers consider that the implementation of an eBook of multiple intelligences will be useful for them because it works like a guide for creating or adapting writing activities that will reinforce their students' knowledge and improve their writing skill.

3.9. CONCLUSIONS AND RECOMMENDATIONS

3.9.1. Conclusions

- Writing skills in the Tenth EGB course section C students Unidad Educativa Salinas Innova have not been developed satisfactorily because English teachers have not implemented appropriate strategies.

- The uses of ICT in Education have become an essential tool for English teachers, the creation of an eBook of multiple intelligence writing activities appears as a good option to engage students with the use of technology.

- The implementation of an eBook of multiple intelligence will be a useful tool to improve the writing skills in Tenth EGB course parallel C students from Unidad Educativa Salinas Innova.

3.9.2 Recommendations

- It is recommended to implement strategies to improve the writing skills in the Tenth EGB course parallel C students Unidad Educativa Salinas Innova.
- The education field has a big role in society because it contributes preparing professionals for the future. For that reason all the educative institutions should include the use of ICTs in their teaching and learning process because the implementation of the ICTs contributes with students to improve their skills.
- It is essential to implement an eBook of multiple intelligences writing activities in which English teachers will find a useful tool to help them to apply updated exercises that will improve the writing skills in their students.

CHAPTER IV

PROPOSAL

4.1 INFORMATIVE DATA

4.1.1 Title

AN E-BOOK OF MULTIPLE INTELLIGENCES AS A TOOL TO PROMOTE THE DEVELOPMENT OF ENGLISH WRITING SKILLS TO THE STUDENTS OF TENTH YEAR EGB AT UNIDAD EDUCATIVA SALINAS INNOVA, SALINAS, PROVINCE OF SANTA ELENA 2015 – 2016.

4.1.2 Executing Institution

Unidad Educativa Salinas Innova

4.1.3 Beneficiaries

Students of tenth basic year at Unidad Educativa Salinas Innova

4.1.4 Location

The City of Salinas, Province of Santa Elena.

4.1.5 Estimated time for execution

9 Months

4.1.6 Responsible of research

Author: Miguel Angel Jurado Barahona.

Advisor: MSc. Kleber Loor Zambrano.

4.2 BACKGROUND OF THE PROPOSAL

Education has been changing and nowadays the teaching learning process is highly based on the use of technology due to students' knowledge have a tendency to increase with the use of ICTs as a result teachers that use technology make their class technological and get the best learning outcomes. It is a great advantage for teachers because they have many resources available that work better than the traditional textbook giving the learners more opportunities for learning a second language.

Books are small devices in which knowledge can be stored and transported but the book formats have varied throughout history. At the beginning knowledge was on big pieces of paper and were difficult to transport or acquire. Nowadays books have mainly two formats: paper and electronic form.

However new definitions of intelligence have gained recognition and have dramatically enhanced the appraisal of human competencies. Howard Gardner in his book *Frames of Mind: The Theory of Multiple Intelligences*, in which this

author expresses that there are at least seven kinds of human intelligences, two of which are verbal or linguistic intelligence and logical or mathematical intelligence that during past century have ruled the traditional pedagogy.

On the other hand Howard Gardner proposes that there are five more human intelligences named as: non-traditional intelligences in which we can set the following ones: spatial intelligence, musical intelligence, kinesthetic intelligence, interpersonal and intrapersonal intelligence, have always been overlooked by teachers and educators in traditional education before, during and after the teaching – learning process.

According to this theory, we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals and an understanding of ourselves, so students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways. However, as teachers we can develop different strategies and techniques for teaching and learning by engaging the seven intelligences, we will improve the possibilities for having better outcomes as a result we are going to show up a student success and create the opportunity of that everybody as a human with differences will find its suitable place.

4.3 SIGNIFICANCE

The reasons for creating an eBook of different writing activities for teaching by engaging the non-traditional intelligences are that every student has the opportunity to specialize and overhang in at least one area. Next, each student is going to learn the subject matter in a variety of different ways, multiplying chances of successfully, understanding and retaining that information that is a perfect outcome for educators.

Many student needs are met through this theory. Their intellectual needs are met by constantly challenging and frequently exercising their creativity. At the same time, their emotional needs are met by working closely with other students. They develop diverse strengths, and they understand themselves better as individuals.

Teaching and learning through the multiple intelligences theory helps to solve many common teaching problems and it optimizes the learning experience for students and educators. Margaret Mead wrote that if we educate to engage the "whole gamut of human potentialities" in the classroom, the society will benefit by enabling "each diverse human gift to find its fitting place.

4.4 OBJECTIVES:

4.4.1 General

To promote the development of good English writing skills through the application of an e-book of multiple intelligences as a tool for students of tenth EGB year at unidad educativa Salinas innova.

4.4.4 Specific:

- To diagnose the reason why students show a low level in writing skills.
- To create an e-book with useful writing activities focused on the multiple intelligences theory.
- To apply the eBook of multiple intelligences in tenth EGB year at Unidad Educativa Salinas Innova.
- To evaluate the learning outcomes in the students of tenth EGB year at Unidad Educativa Salinas Innova.

4.5 DESIGN AND DEVELOPMENT OF THE PROPOSAL

The application of an eBook of multiple intelligences for tenth EGB students from Unidad Educativa Salinas Innova will be an important tool for helping students to

increase their English writing skills. This proposal is based on the creation of an eBook of multiple intelligences in which there are exercises guided to engage the different intelligences that every student has.

4.5.1 What is Calaméo?

Calaméo is a free document publishing platform that allows a user to create publish and broadcast interactive web publications to millions of e-readers on desktops, smartphones and tablets. This platform has a wide range of options and is easy to use. First of all, it's imperative to realize that in order to work with this program and create electronic books versions the user must write the manuscript on Microsoft Word, Open Office or some minimalist writing tool. A Calaméo user can create magazines, brochures, annual reports and handouts presentations.

Graph# 20: Calaméo platform logo

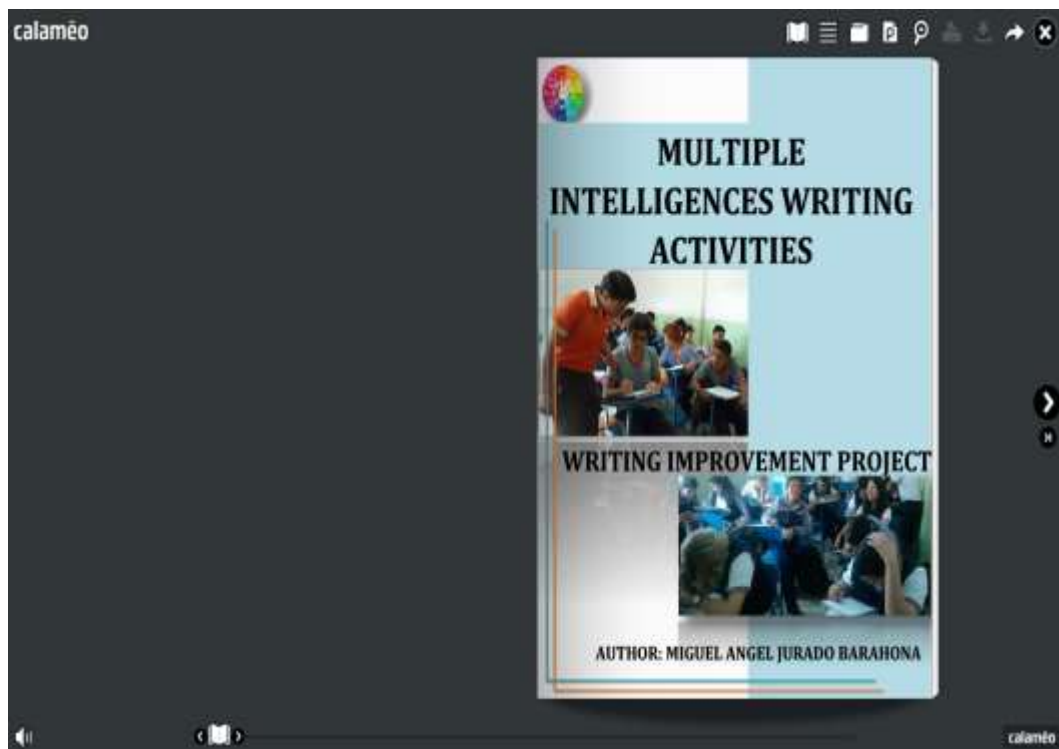


Source: <https://documania20.files.wordpress.com/2012/06/calameo.png>

4.5.2 Multiple Intelligences Writing Activities – EBook

It is an eBook created to support teachers to apply multiple intelligences writing exercises guided to improve their student's English writing skills. Teachers can use this eBook as a tool for setting up teaching activities to their students that engage the different intelligences that every student has.

Graph# 21: Multiple intelligences writing activities eBook



Source:<http://www.calameo.com/read/004654763fb649b2394af?authid=3mgOiQuqyQt>

Author: Miguel Angel Jurado Barahona

4.5.3 Description of the Multiple Intelligences Writing Activities EBook

This eBook has nine sections with different activities focused on the multiple intelligences theory of Howard Gardner that the author created in order to help English teachers to set up or adapt updated teaching writing activities that will be useful for improving the development of good English writing skills on their students. The activities were chosen according to the multiple intelligences theory so that every student has the opportunity to feel comfortable with the proposed exercises.

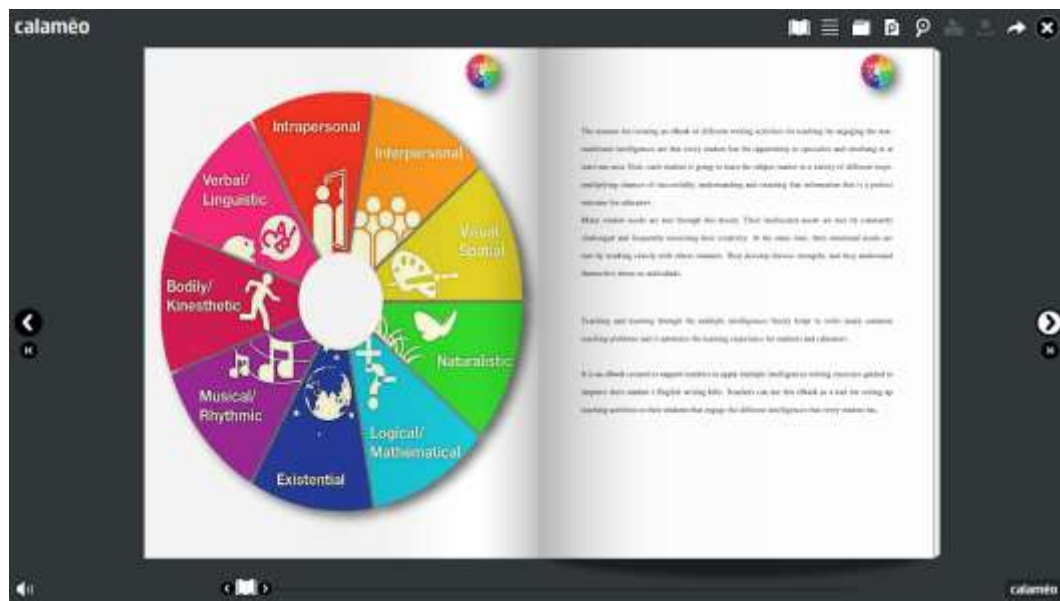
The eight sections of the eBook are the following:

- Introduction page
- Table of contents
- Musical intelligence activities
- Bodily - kinesthetic intelligence activities
- Verbal -linguistic intelligence activities
- Interpersonal intelligence activities
- Intrapersonal intelligence activities
- Logical-mathematical intelligence activities
- Visual–spatial intelligence activities

4.5.3.1 Introduction Page

In this section the user can find the introduction of the eBook and also the author explains the main purpose of it.

Graph# 22: Introduction Page



Source:<http://www.calameo.com/read/004654763fb649b2394af?authid=3mgOiQuqyQt>

Author: Miguel Angel Jurado Barahona

4.5.3.2 Table of Contents

In this section the user can find all the activities that the author proposed to help students to improve their English writing skills. Even they can use this table of contents in order to go over to a specific activity that they prefer with just one click on it.

Graph# 23: Table of Contents



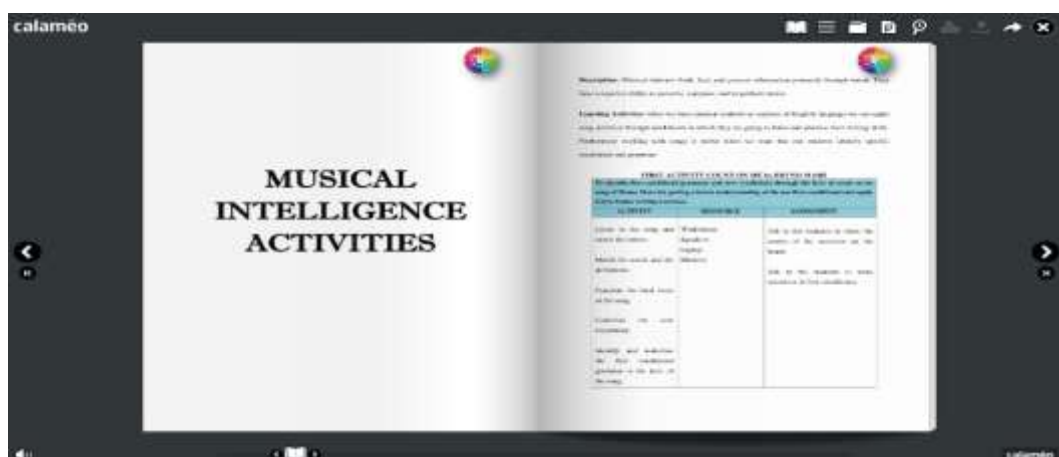
Source:<http://www.calameo.com/read/004654763fb649b2394af?authid=3mgOiQuqyQt>

Author: Miguel Angel Jurado Barahona

4.5.3.3 Musical Intelligence Activities

In this section there all the activities that a teacher can apply to their students that possess a musical intelligence. When we have musical students song activities are a useful resource in which they are going to listen and practice their writing skills.

Graph# 24: Musical Intelligence Activities



Source:<http://www.calameo.com/read/004654763fb649b2394af?authid=3mgOiQuqyQt>

Author: Miguel Angel Jurado Barahona

Graph# 25: Activity Count on Me by Bruno Mars



Source: <http://www.calameo.com/read/004654763fb649b2394af?authid=3mgOiQuqyQt>

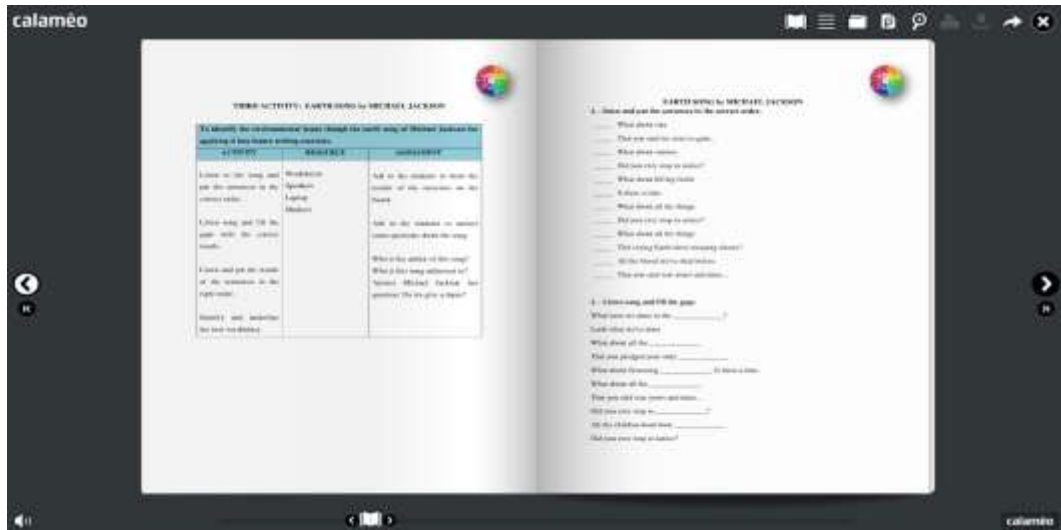
Author: Miguel Angel Jurado Barahona.

Chart# 27: Action plan for the activity count on me by Bruno Mars

To identify first conditional grammar and new vocabulary through the lyric of count on me song of Bruno Mars for getting a better understanding of the use first conditional and apply it into future writing exercises.		
ACTIVITY	RESOURCE	ASSESSMENT
Listen to the song and match the halves.	Worksheets Speakers Laptop	Ask to the students to show the results of the exercises on the board.
Match the words and the definitions.	Markers	Ask to the students to write sentences in first conditional.
Translate the final verse of the song.		
Underline the new vocabulary.		
Identify and underline the first conditional grammar in the lyric of the song.		

Author: Miguel Angel Jurado Barahona.

Graph# 26: Activity Earth Song by Michael Jackson



Source: <http://www.calameo.com/read/004654763fb649b2394af?authid=3mgOiQuqyQt>

Author: Miguel Angel Jurado Barahona.

Chart# 28: Action Plan for the Activity Earth Song by Michael Jackson

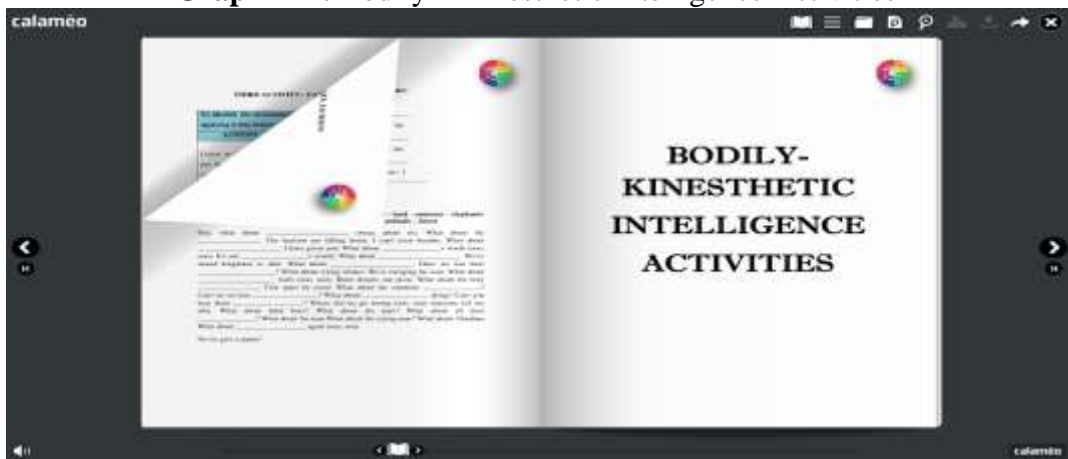
To identify the environmental issues though the earth song of Michael Jackson for applying it into future writing exercises.		
ACTIVITY	RESOURCE	ASSESSMENT
Listen to the song and put the sentences in the correct order.	Worksheets Speakers Laptop Markers	Ask students to show the results of the exercises on the board.
Listen song and fill the gaps with the correct words.		Ask students to answer some questions about the song.
Listen and put the words of the sentences in the right order.		Who is the author of this song? Who is this song addressed to?
Identify and underline the new vocabulary.		Answer Michael Jackson last question: Do we give a damn?

Author: Miguel Angel Jurado Barahona.

4.5.3.4 Bodily – Kinesthetic Intelligence Activities

In this section teachers will find activities based on total physical response approach guided to body smart students in which they are going to practice their writing skills through touch and movement.

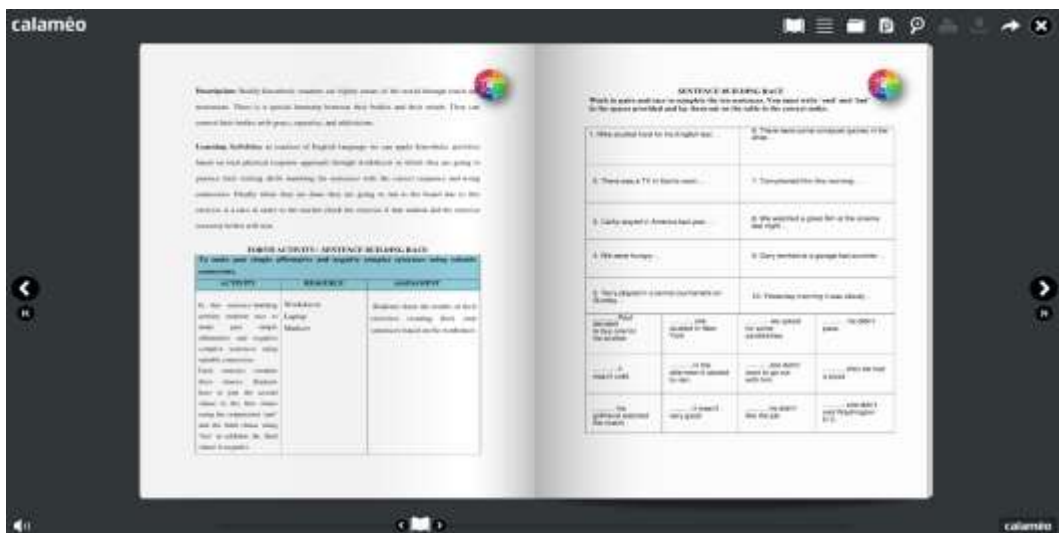
Graph# 27: Bodily – Kinesthetic Intelligence Activities



Source:<http://www.calameo.com/read/004654763fb649b2394af?authid=3mgOiQuqyQt>

Author: Miguel Angel Jurado Barahona.

Graph# 28: Activity Sentence Building Race



Source:<http://www.calameo.com/read/004654763fb649b2394af?authid=3mgOiQuqyQt>

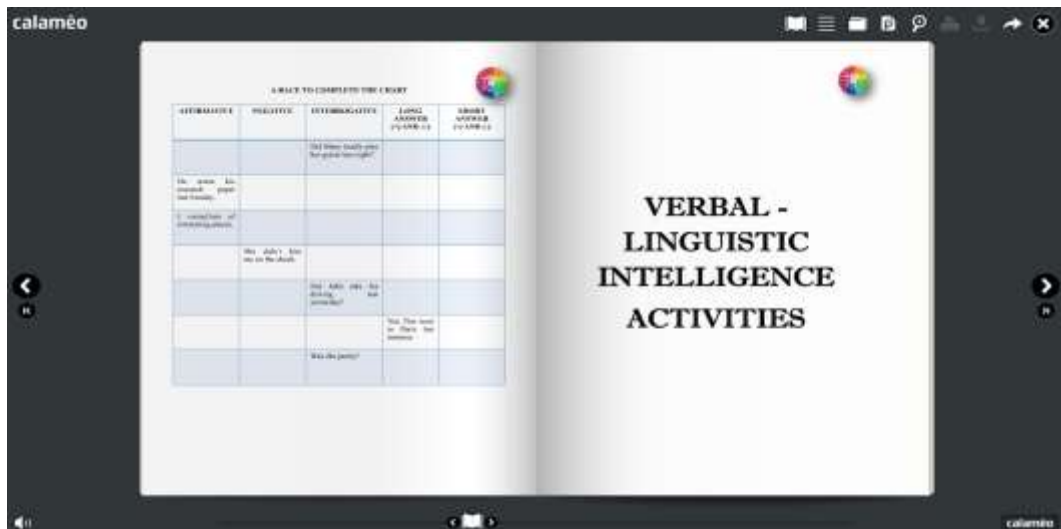
Author: Miguel Angel Jurado Barahona

Chart# 29: Action Plan for the Activity Sentence Building Race

To make past simple affirmative and negative complex sentences using suitable connectors.		
ACTIVITY	RESOURCE	ASSESSMENT
In this sentence-building activity students race to make past simple affirmative and negative complex sentences using suitable connectors.	Worksheets Laptop Markers	Students show the results of their exercises creating their own sentences based on the worksheet.

Author: Miguel Angel Jurado Barahona.

Graph# 29: Activity A Race To Complete the Chart



Source: <http://www.calameo.com/read/004654763fb649b2394af?authid=3mgOiQuqyQt>

Author: Miguel Angel Jurado Barahona

Chart# 30: Action Plan for the Activity a Race to Complete the Chart

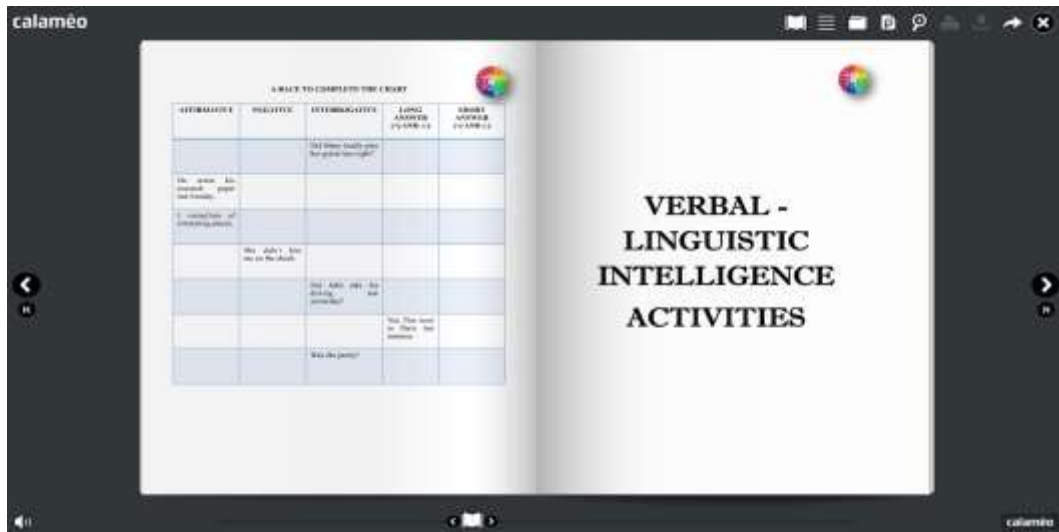
To identify the different grammar structures of simple past tense through an activity of completing a grammar chart for applying them in future exercises.		
ACTIVITY	RESOURCE	ASSESSMENT
<p>In this activity the students are going to race to complete the chart with the correct grammar structure of simple past affirmative, negative, questions, short and long answers.</p> <p>Group of students compete against others to full fill the chart faster.</p>	<p>Laptop Markers of different colors.</p>	<p>Ask to the students to build up sentences in negative or positive form but after that they should change them into questions, short and long answers.</p>

Author: Miguel Angel Jurado Barahona.

4.5.3.5 Verbal -Linguistic Intelligence Activities

In this section teachers will find the writing activities proposed for verbal-linguistic students such as: completing crossword puzzles with vocabulary words that were taught previously, playing games like Scrabble, writing short stories for a classroom newspaper and answering questions about a specific topic to create simple essays. These activities are support on game based learning approach.

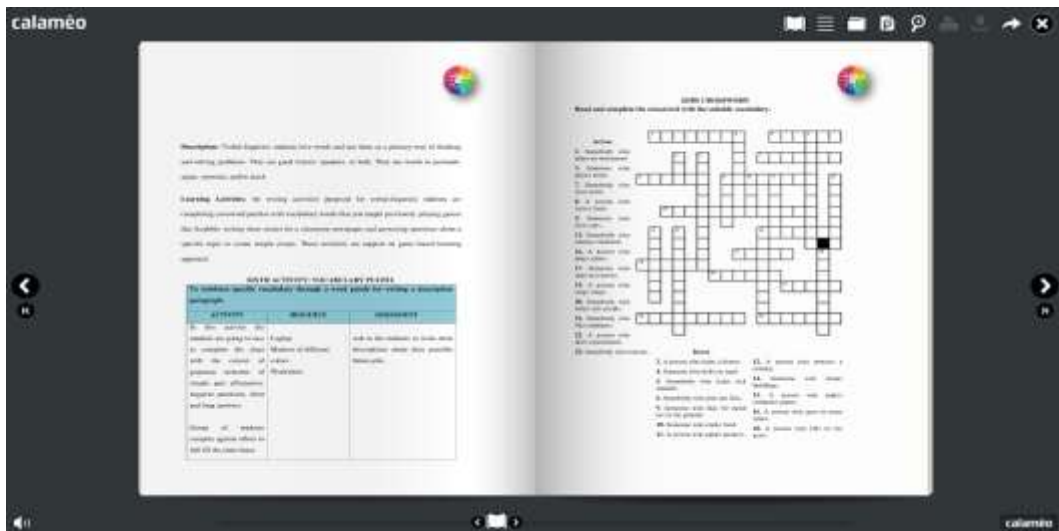
Graph# 30: verbal – linguistic intelligence activities



Source:<http://www.calameo.com/read/004654763fb649b2394af?authid=3mgOiQuqyQt>

Author: Miguel Angel Jurado Barahona.

Graph# 31: Activity Vocabulary Puzzel



Source:<http://www.calameo.com/read/004654763fb649b2394af?authid=3mgOiQuqyQt>

Author: Miguel Angel Jurado Barahona.

Chart# 31: Action Plan for the Activity Vocabulary Puzzle

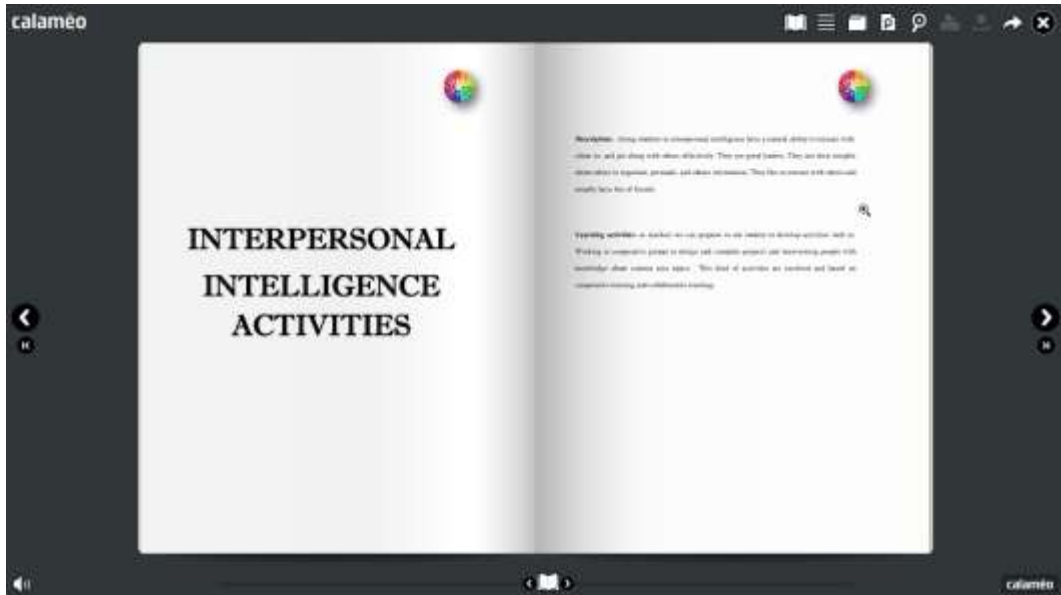
To reinforce specific vocabulary through a word puzzle for writing a description paragraph.		
ACTIVITY	RESOURCE	ASSESSMENT
In this activity the students are going to read the clues definition of the vocabulary to complete the puzzle.	Laptop Markers of different colors. Worksheets Dictionary	Ask to the students to write short descriptions about their possible future jobs.

Author: Miguel Angel Jurado Barahona

4.5.3.6 Interpersonal Intelligence Activities

In this section teachers will find all the activities that the author proposed for interpersonal intelligence students that have a natural ability to interact with, relate to, and get along with others effectively. Working in cooperative groups to design and complete projects and interviewing people with knowledge about content area topics are learning activities used to develop writing skills through interpersonal activities. This kind of activities are involved and based on cooperative learning and collaborative learning.

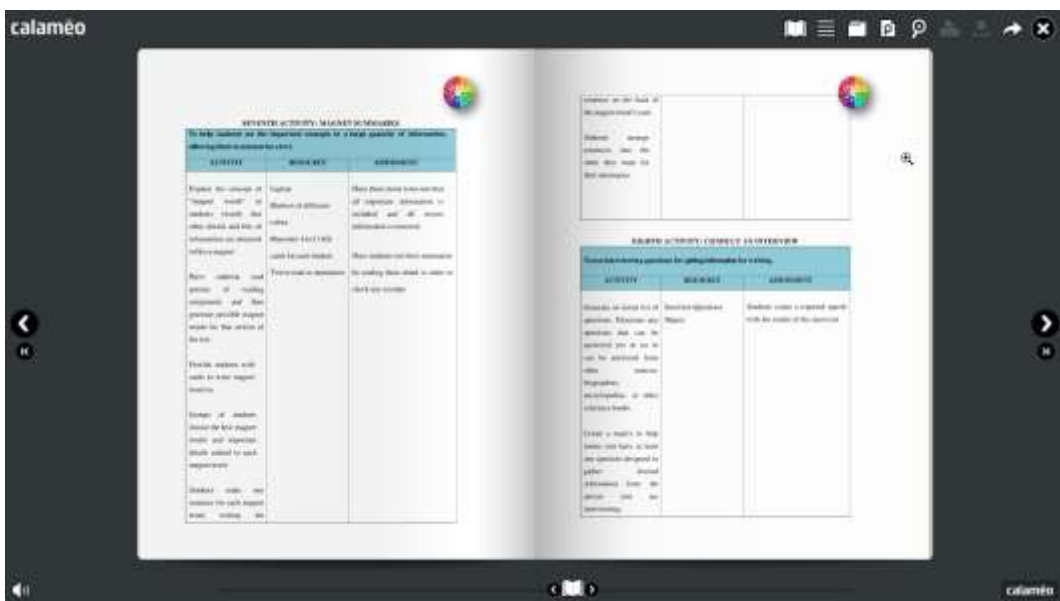
Graph# 32: Interpersonal Intelligence Activities



Source:<http://www.calameo.com/read/004654763fb649b2394af?authid=3mgOiQuqyQt>

Author: Miguel Angel Jurado Barahona.

Graph# 33: Activities Magnet Summaries and Conduct Interview



Source:<http://www.calameo.com/read/004654763fb649b2394af?authid=3mgOiQuqyQt>

Author: Miguel Angel Jurado Barahona.

Chart# 32: Action Plan for the Activity Magnet Summaries

To help students see the important concepts in a large quantity of information, allowing them to summarize a text.		
ACTIVITY	RESOURCE	ASSESSMENT
<p>Explain the concept of “magnet words” to students (words that other details and bits of information are attracted to like a magnet.</p> <p>Provide students with cards to write magnet word on.</p> <p>Groups of students choose the best magnet words and important details related to each magnet word.</p> <p>Students make one sentence for each magnet word, writing the sentence on the back of the magnet word’s card.</p> <p>Students arrange sentences into the order they want for their summaries.</p>	<p>Laptop</p> <p>Markers of different colors.</p> <p>Materials: 4 to 5 (3x5) cards for each student.</p> <p>Text to read or summarize</p>	<p>Have them check to be sure that all important information is included and all excess information is removed.</p> <p>Have students test their summaries by reading them aloud in order to check any mistake</p>

Author: Miguel Angel Jurado Barahona.

Chart# 33: Action Plan for the Activity Conduct an Interview

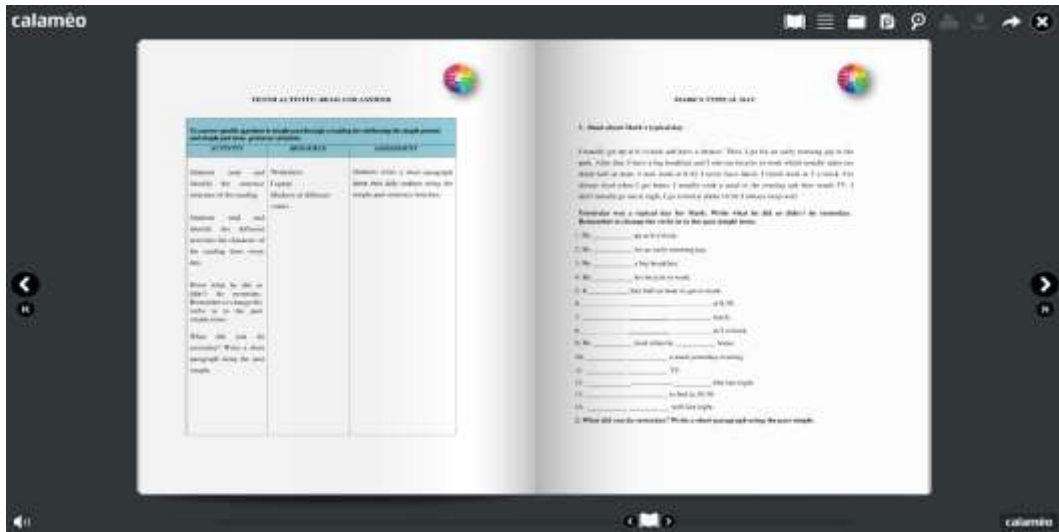
To use interviewing questions for getting information for writing.		
ACTIVITY	RESOURCE	ASSESSMENT
<p>Generate an initial list of questions. Eliminate any questions that can be answered yes or no or can be answered from other sources; biographies, encyclopedias, or other reference books.</p> <p>Create a matrix to help insure you have at least one question designed to gather desired information from the person you are interviewing.</p>	<p>Interview Questions Matrix</p>	<p>Students create a reported speech with the results of the interview</p>

Author: Miguel Angel Jurado Barahona.

4.5.3.7 Intrapersonal Intelligence Activities

In this section teachers will find all the activities that the author of the eBook proposed for intrapersonal intelligence students such as: writing essays of any topic, using software that allows them to work alone, writing incomplete stories and answering specific questions from a text due to intrapersonal intelligence students have a deep awareness of their feelings, ideas, and goals. Students with this intelligence usually need time alone to process and create.

Graph# 34: Activity Read and Answer



Source:<http://www.calameo.com/read/004654763fb649b2394af?authid=3mgOiQuqyQt>

Author: Miguel Angel Jurado Barahona.

Chart# 34: Action Plan for the Activity Read and Answer

To answer specific questions in simple past through a reading for reinforcing the simple present and simple past tense grammar structure.		
ACTIVITY	RESOURCE	ASSESSMENT
<p>Students read and identify the sentence structure of the reading.</p> <p>Students read and identify the different activities the character of the reading does every day.</p> <p>Write what he did or didn't do yesterday. Remember to change the verbs in to the past simple tense.</p>	<p>Worksheet</p> <p>Laptop</p> <p>Markers of different colors.</p>	<p>What did you do yesterday? Write a short paragraph using the past simple.</p> <p>Students write a short paragraph about their daily routines using the simple past sentence structure.</p>

Author: Miguel Angel Jurado Barahona.

Graph# 35: Activity When You Were a Kid



Source: <http://www.calameo.com/read/004654763fb649b2394af?authid=3mgOiQuqyQt>

Author: Miguel Angel Jurado Barahona.

Chart# 35: Action Plan for the Activity When You Were a Kid

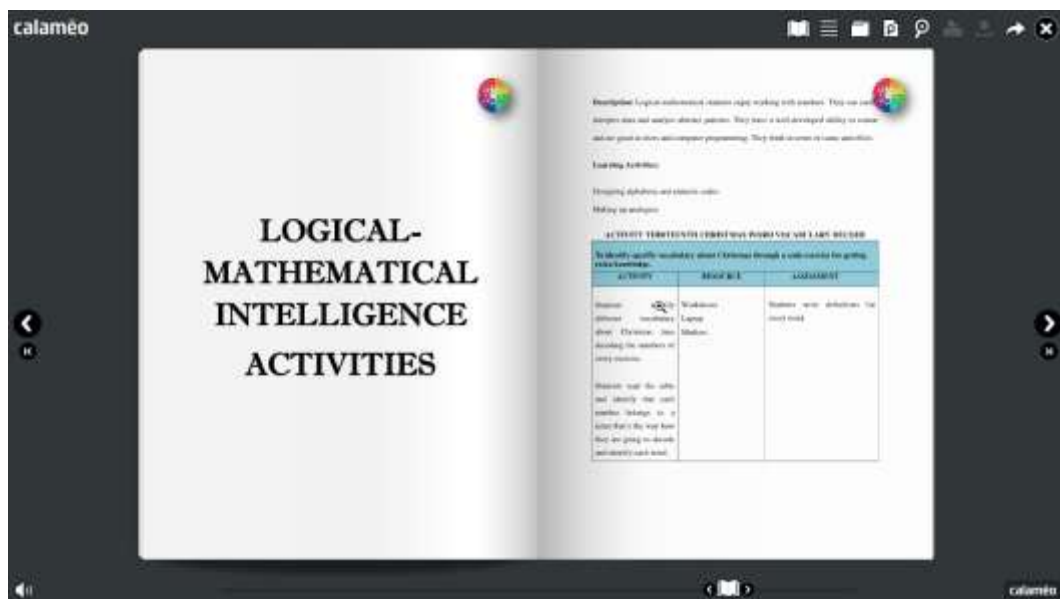
To answer specific questions about childhood for writing a short essay using simple past vs present simple grammar structure.		
ACTIVITY	RESOURCE	ASSESSMENT
<p>Students read and identify the new vocabulary and the grammar structure that they should use for answering the questions about their childhood.</p> <p>Students write answers to the questions in present simple or past simple.</p>	<p>Worksheet Laptop Markers of different colors.</p>	<p>Students write a short essay using present simple vs past simple grammar structures with the answers from the previous task and adding suitable connectors.</p>

Author: Miguel Angel Jurado Barahona.

4.5.3.8 Logical – Mathematical Intelligence Activities

This section belongs to one of the first types of intelligence that Howard Gardner proposed in his theory, even this intelligence is seen as traditional due to it is based on the use of numbers or codes. Logical-mathematical students like working with numbers and they can interpret data and analyze abstract patterns without difficulty so that the author of this eBook has proposed an activity in which the principal purpose is to identify specific vocabulary decoding numbers that belongs to each letter of the alphabet.

Graph# 36: Logical – Mathematical Activities



Source: <http://www.calameo.com/read/004654763fb649b2394af?authid=3mgOiQuqyQt>

Author: Miguel Angel Jurado Barahona.

Graph# 37: Activity Christmas Word Vocabulary Decode



Source: <http://www.calameo.com/read/004654763fb649b2394af?authid=3mgOiQuqyQt>

Author: Miguel Angel Jurado Barahona.

Chart# 36: Action Plan for the Activity Christmas Word Vocabulary Decode

To identify specific vocabulary about Christmas through a code exercise for getting extra knowledge.		
ACTIVITY	RESOURCE	ASSESSMENT
<p>Students identify different vocabulary about Christmas time decoding the numbers of every exercise.</p> <p>Students read the table and identify that each number belongs to a letter that's the way how they are going to decode and identify each word.</p>	<p>Worksheets</p> <p>Laptop</p> <p>Markers</p>	<p>Students write definitions for every word.</p>

Author: Miguel Angel Jurado Barahona.

4.5.3.8 Visual – Spatial Intelligence Activities

As teachers we can set up different activities focused on visual - spatial intelligence because students that are strong in this type of intelligence think and process information through pictures and images, that's the reason why the author of the eBook proposed the most common activities that we can apply such as: picture descriptions and workshop about movies where they are forced to pay attention to a video or a fill in order to answer questions or make reviews.

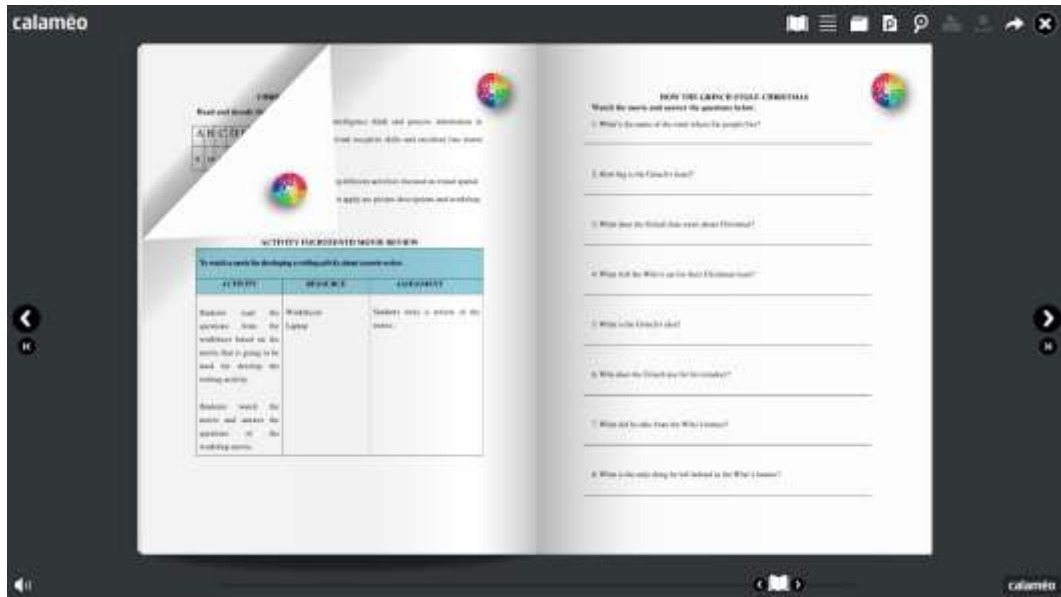
Graph# 38: Visual – Spatial Intelligence Activities



Source:<http://www.calameo.com/read/004654763fb649b2394af?authid=3mgOiQuqtyQt>

Author: Miguel Angel Jurado Barahona.

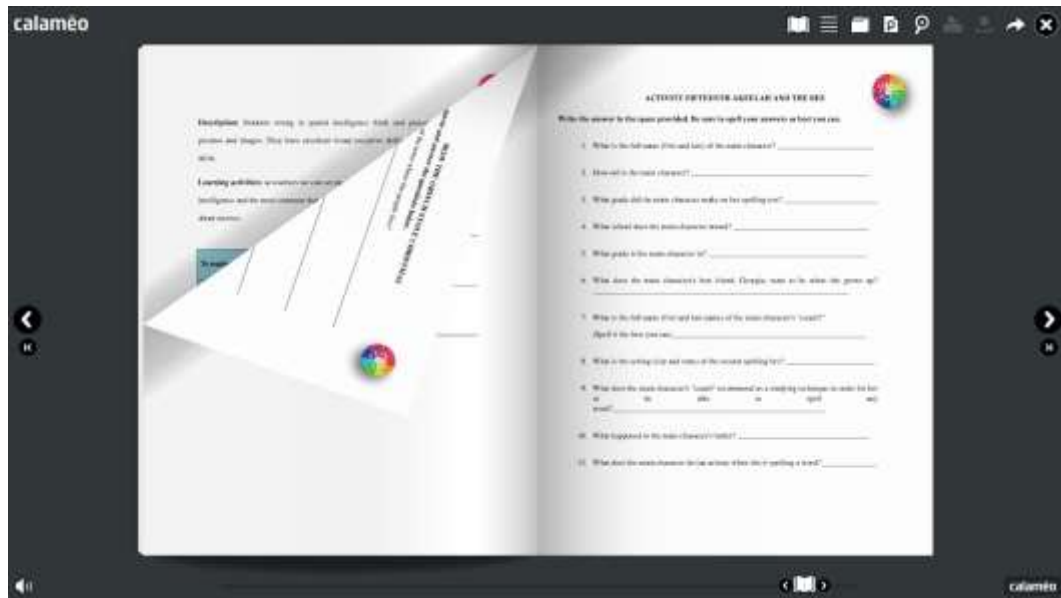
Graph# 39: How the Grinch Stole Christmas



Source:<http://www.calameo.com/read/004654763fb649b2394af?authid=3mgOiQuqyQt>

Author: Miguel Angel Jurado Barahona

Graph# 40: Akeelah and the Bee



Source:<http://www.calameo.com/read/004654763fb649b2394af?authid=3mgOiQuqyQt>

Author: Miguel Angel Jurado Barahona

Chart# 37: Movie Review

To watch a movie for developing a writing activity about movie review and answer questions.		
ACTIVITY	RESOURCE	ASSESSMENT
Students watch the movie after that they will answer the questions from the workshop movie.	Worksheets Laptop	Students write a review of the movie.

Author: Miguel Angel Jurado Barahona

4.6 PLANNING MATRIX

The author considered that it was necessary to create actions plans that supports the application of the activities from the eBook. This actions plans were based on the bloom’s taxonomy thinking strategies in order to help teachers to set up the exercises correctly avoiding misunderstandings. Furthermore each action plan describes how the exercises work better and how to assess them. (See appendix)

4.7 EVALUATION AND RESULTS

4.7.1 Diagnostic Test

The author considered that it is necessary to begin by setting up a diagnostic test because it is pertinent to evaluate the initial knowledge from tenth year EGB students about the English writing skills. This test was created according to students’ level, each content question is based on what they should know from previous years in order to develop writing activities without difficulty.

Attachment # 1: Diagnostic Test



Author: Miguel Angel Jurado Barahona.

Furthermore the author considered that after applied the diagnostic test it is necessary to set up a homework that consist on write a short essay about their favorite movie in order to evaluate the initial level of their writing skills. This activity was create to have a clear evidence of how the students writing skills level starts.

Attachment # 2: Write a Short Essay about Their Favorite Movie



Source: Unidad Educativa Salinas Innova Platform.

Author: Miguel Angel Jurado Barahona.

4.7.2 Results of the diagnostic test

The students from Tenth “C” year EGB participated in the project and the Diagnostic Test indicates that they have a deficit in writing Skill.

Chart# 38: Results of the diagnostic test

N°	Students	Score
1	Alava Lucas Pether Anderson	6,0
2	Albarracín Rosero Ariana María	6,2
3	Angel Mite Diego Raúl	6,0
4	Cedeño Mantuano Marcos Ezequiel	4,0
5	Clemente Lino María José	5,0
6	Correa Soriano Favio Jordan	4,0
7	De La Cruz Borbor María Esperanza	7,0
8	González Panchana Axel Abraham	7,4
9	Hukel Eliah Renee	7,5
10	Lainez González Jordan Gustavo	7,0
11	Loor Faggioni Ulises Andrés	7,5
12	Martínez Santos Fernando Javier	6,0
13	Montufar Tumbaco Justin Sahir	7,6
14	Nieves Choez Mauricio Leonardo	7,0
15	Nuñez Ambrossi Kelvyn Jesus	7,6
16	Oña Villamar Fernando Luciano	8,0
17	Reyes Anchundia Anthony Manuel	5,0
18	Reyes Garcia Anais Scarleth	6,0
19	Rivas Salinas Emily Ronely	4,0
20	Rodriguez Galarza Anthony Manuel	6,0
21	Rojas Trujillo Ricardo Danilo	7,4
22	Sanchez De La Cruz Thomas Jarod	6,9
23	Valero Matias Alisson Yamileth	5,0

Author: Miguel Angel Jurado Barahona.

4.7.3 Results of the activities from the eBook

Students practiced with some activities from the eBook that the author choose for reinforcing their writing skills. They had the opportunity to perform different exercises for identifying and learning specific grammar structures and vocabulary.

The author noticed the progress of these students with each activity and how they were motivated to pay attention and participate in class developing the exercises.

Chart# 39: Results of the Activities from the EBook Sections Musical, Bodly – Kinesthetic and Verbal Linguistic Intelligence activities.

Nº	Students	Musical Activities	Bodly-Kinesthetic activities	Verbal – Linguistic activities
1	Alava Lucas Pether Anderson	8	7,5	9
2	Albarracín Rosero Ariana María	8	8	8,6
3	Angel Mite Diego Raúl	9	9	8,5
4	Cedeño Mantuano Marcos Ezequiel	7	8	9
5	Clemente Lino María José	6	7	8,5
6	Correa Soriano Favio Jordan	7	8	8,7
7	De La Cruz Borbor María Esperanza	10	9,5	9,5
8	González Panchana Axel Abraham	9	9	10
9	Hukel Eliah Renee	10	10	10
10	Lainez González Jordan Gustavo	10	9,5	10
11	Loor Faggioni Ulises Andrés	9	9	10
12	Martínez Santos Fernando Javier	6	7	8,6
13	Montufar Tumbaco Justin Sahir	10	7	8,5
14	Nieves Choez Mauricio Leonardo	9	7,5	9,5
15	Núñez Ambrossi Kelvyn Jesus	5	7,5	8,5
16	Oña Villamar Fernando Luciano	10	9,5	10
17	Reyes Anchundia Anthony Manuel	6	8	8,5
18	Reyes Garcia Anais Scarleth	6	7	7
19	Rivas Salinas Emily Ronely	5	7	5
20	Rodriguez Galarza Anthony Manuel	8	8	8,5
21	Rojas Trujillo Ricardo Danilo	9	9	9
22	Sanchez De La Cruz Thomas Jarod	10	8,5	9,9
23	Valero Matias Alisson Yamileth	7	8,5	10

Author: Miguel Angel Jurado Barahona.

Chart# 40: Results of the Activities from the EBook Sections Interpersonal, Intrapersonal and Visual – Spatial Intelligence Activities.

Nº	Students	Interpersonal Activities	Intrapersonal Activities	Visual – Spatial Activities
1	Alava Lucas Pether Anderson	9,5	8,25	9,70
2	Albarracín Rosero Ariana María	8,0	7,50	8,04
3	Angel Mite Diego Raúl	9,5	8,90	9,72
4	Cedeño Mantuano Marcos Ezequiel	8,0	7,25	8,40
5	Clemente Lino María José	8,0	6,75	7,21
6	Correa Soriano Favio Jordan	8,0	7,25	7,90
7	De La Cruz Borbor María Esperanza	8,0	9,50	9,92
8	González Panchana Axel Abraham	10,00	8,25	9,97
9	Hukel Eliah Renee	10,00	10,00	9,10
10	Lainez González Jordan Gustavo	10,00	9,25	10,00
11	Loor Faggioni Ulises Andrés	10,00	10,00	10,00
12	Martínez Santos Fernando Javier	7,9	7,63	8,09
13	Montufar Tumbaco Justin Sahir	9,5	7,68	8,36
14	Nieves Choez Mauricio Leonardo	7,9	8,05	9,38
15	Núñez Ambrossi Kelvyn Jesus	7,9	6,75	7,58
16	Oña Villamar Fernando Luciano	10,00	9,75	10,00
17	Reyes Anchundia Anthony Manuel	7,9	7,88	7,12
18	Reyes Garcia Anais Scarleth	7,5	6,75	7,03
19	Rivas Salinas Emily Ronely	7,9	7,25	7,33
20	Rodriguez Galarza Anthony Manuel	7,5	7,45	9,12
21	Rojas Trujillo Ricardo Danilo	9,5	9,35	9,80
22	Sanchez De La Cruz Thomas Jarod	9,5	8,68	9,86
23	Valero Matias Alisson Yamileth	7,5	7,75	8,63

Author: Miguel Angel Jurado Barahona.

4.6.4 Global scores per each activity

Chart# 41: Global scores per each activity

ACTIVITY	SCORE
Musical intelligence Activities	8,0
Bodly-Kinesthetic intelligence activities	8,2
Verbal –Linguistic intelligence activities	8,9
Interpersonal intelligence Activities	8,7
Intrapersonal intelligence Activities	8,2
Visual – Spatial intelligence Activities	8,8
Total	8,5

Author: Miguel Angel Jurado Barahona.

4.7.5 Final test

The author of the eBook applied a final test in order to assess students' performance. The questions of the final test were set up according to the progress of the students. They showed progress and were motivated through the application of the different multiple intelligence writing activities and now their level has improved. The eBook of multiple intelligence helped to improve their English writing skills but it is really important to remember that they must to continue practicing their skills constantly in order to reach a higher level.

Attachment # 3: Final Test

The image shows a final test paper for English Language Career at Peninsula de Santa Elena State University. The test is titled 'FINAL TEST TO TENTH YEAR EGB STUDENTS FROM UNIDAD EDUCATIVA SALINAS NOVOA'. It includes several sections:

- Grammar:** Multiple-choice questions about verb forms and sentence completion.
- Dialogue Completion:** A conversation between Rob and Amy about a party, with missing words to be filled in.
- Reading Comprehension:** A text about a person named Emily, followed by multiple-choice questions about the details of the story.

Author: Miguel Angel Jurado Barahona.

In addition the author consider that it is highly relevant to apply a final writing workshop in which students show their writing skills improvement.

Attachment # 4: Final Writing Workshop

The image shows a final writing workshop activity. On the left, there is a writing prompt in Spanish: 'Write a short story about a person who is lost in a city. Use the pictures to help you.' Below the prompt are several small images showing a person in a city, a person looking at a map, a person talking to a police officer, and a person being helped. On the right, there is a student's handwritten response in Spanish, which describes a person getting lost in a city and being helped by a police officer. The student's writing is in cursive and includes details about the person's appearance and the location.

Source: Next Move Level 2, Pearson

4.7.6 Results of the final test

Chart# 42: Results of the final test

N°	Students	Score
1	Alava Lucas Pether Anderson	9,5
2	Albarracín Rosero Ariana María	8,6
3	Angel Mite Diego Raúl	9,8
4	Cedeño Mantuano Marcos Ezequiel	8
5	Clemente Lino María José	8,4
6	Correa Soriano Favio Jordan	8
7	De La Cruz Borbor María Esperanza	10
8	González Panchana Axel Abraham	10
9	Hukel Eliah Renee	10
10	Lainez González Jordan Gustavo	10
11	Loor Faggioni Ulises Andrés	10
12	Martínez Santos Fernando Javier	8,2
13	Montufar Tumbaco Justin Sahir	10
14	Nieves Choez Mauricio Leonardo	9,8
15	Núñez Ambrossi Kelvyn Jesus	8
16	Oña Villamar Fernando Luciano	10
17	Reyes Anchundia Anthony Manuel	8
18	Reyes Garcia Anais Scarleth	8
19	Rivas Salinas Emily Ronely	7,9
20	Rodriguez Galarza Anthony Manuel	8
21	Rojas Trujillo Ricardo Danilo	10
22	Sanchez De La Cruz Thomas Jarod	10
23	Valero Matias Alisson Yamileth	9

Author: Miguel Angel Jurado Barahona.

4.7.7 Comparison Between The Results Of The Diagnostic Test, The Activities From The EBook And The Final Test.

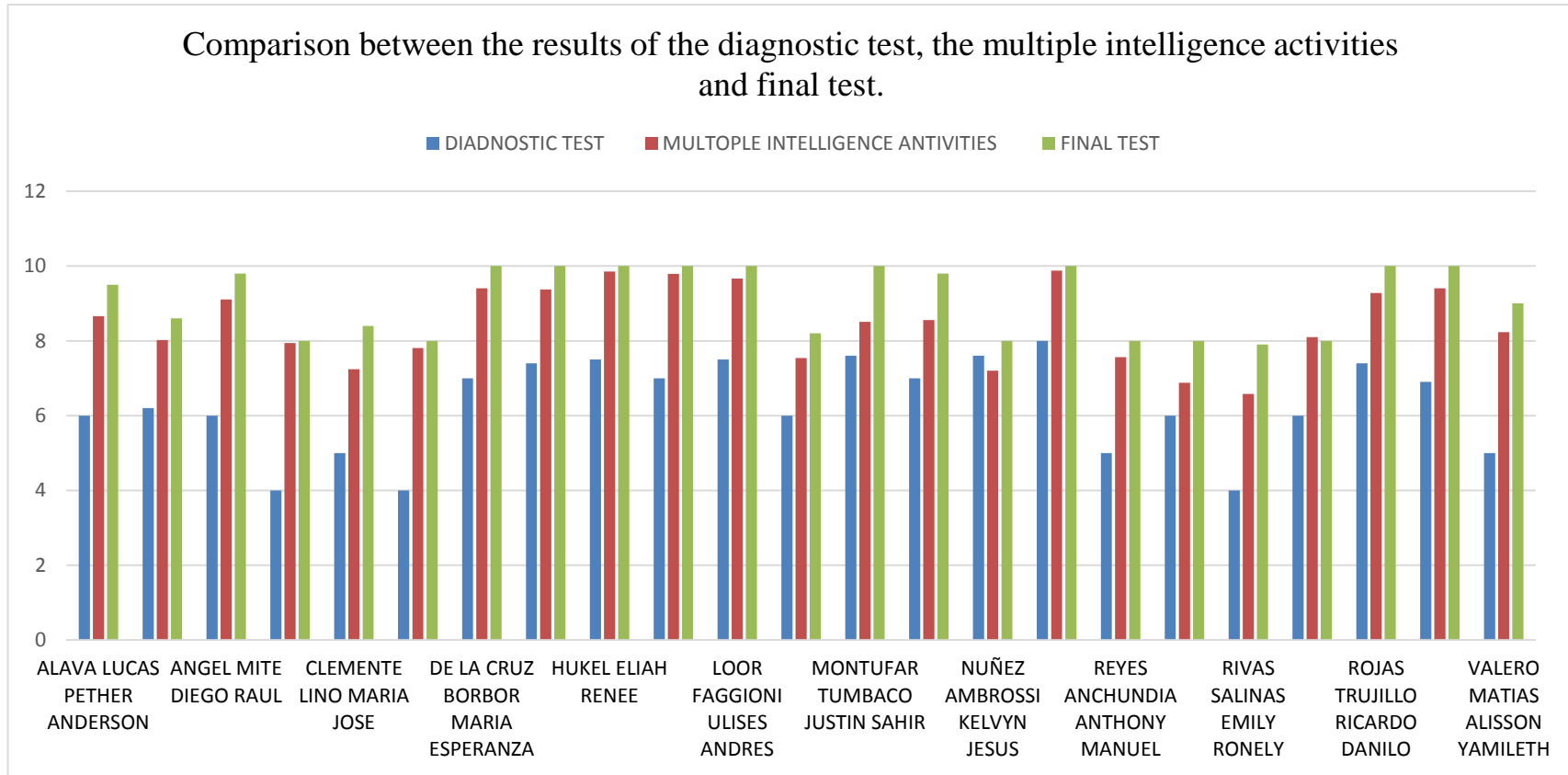
Chart# 43: Comparison Between The Results Of The Diagnostic Test, The Activities From The EBook And The Final Test.

N°	STUDENTS	DIADNOSTIC TEST	MULTOPLE INTELLIGENCE ANTIVITIES	FINAL TEST
1	Alava Lucas Pether Anderson	6	8,7	9,5
2	Alvarracin Rosero Ariana Maria	6,2	8,0	8,6
3	Angel Mite Diego Raul	6	9,1	9,8
4	Cedeño Mantuano Marcos Ezequiel	4	7,9	8
5	Clemente Lino Maria Jose	5	7,2	8,4
6	Correa Soriano Favio Jordan	4	7,8	8
7	De La Cruz Borbor Maria Esperanza	7	9,4	10
8	Gonzalez Panchana Axel Abraham	7,4	9,4	10
9	Hukel Eliah Renee	7,5	9,9	10
10	Lainez Gonzalez Jordan Gustavo	7	9,8	10
11	Loor Faggioni Ulises Andres	7,5	9,7	10
12	Martinez Santos Fernando Javier	6	7,5	8,2
13	Montufar Tumbaco Justin Sahir	7,6	8,5	10
14	Nieves Choez Mauricio Leonardo	7	8,6	9,8
15	Nuñez Ambrossi Kelvyn Jesus	7,6	7,2	8
16	Oña Villamar Fernando Luciano	8	9,9	10
17	Reyes Anchundia Anthony Manuel	5	7,6	8
18	Reyes Garcia Anais Scarleth	6	6,9	8
19	Rivas Salinas Emily Ronely	4	6,6	7,9
20	Rodriguez Galarza Anthony Manuel	6	8,1	8
21	Rojas Trujillo Ricardo Danilo	7,4	9,3	10
22	Sanchez De La Cruz Thomas Jarod	6,9	9,4	10
23	Valero Matias Alisson Yamileth	5	8,2	9

Author: Miguel Angel Jurado Barahona

4.7.8 Analysis of the students' results

Graph# 41: Analysis of the students' results



Author: Miguel Angel Jurado Barahona.

4.8 CONCLUSIONS AND RECOMMENDATIONS

4.8.1 Conclusions

- Students do not enjoy the English writing classes and they think that learning grammar or how to write properly results really boring and it is intricate for them.

- The low level of the writing skill of the students is a problem for developing advance writing activities. If they want to improve it, they must pay attention and practice because it will give them the opportunity to get a better understanding of the English activities.

- Students were motivated and participated actively during the teaching – learning process of writing through the application of the different multiple intelligence activities from the eBook because this kind of exercises were focused on the students’ needs.

- The activities from the eBook of multiple intelligence made students to be encourage for learning grammar and vocabulary to improve their writing skills, so that they will have a continuous progress and teachers will get the best learning outcomes.

4.8.2 Recommendations

- English teachers should give more significance to the teaching of writing skills because students do not learn how to write properly as result it is essential to give more time to make students practice.

- English area colleagues should apply updated teaching activities based on multiple intelligence theory in order to encourage students have a continuous learning.

- It is relevant that students learn in an environment based on the application of multiple intelligences activities, it will benefit them to be more prepared for the future as a result we are going to attend a student success and create the opportunity of that everybody as a human with differences will find its suitable place.

- It is vital the use of an eBook of multiple intelligences created as a helpful tool to apply updated teaching activities based on the different student's intelligences because it works as a significant factor during the teaching – learning process to improve the writing skills in the classroom.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1 RESOURCES

5.1.1 Institutional

UNIDAD EDUCATIVA SALINAS INNOVA, SALINAS, PROVINCE OF SANTA ELENA. 2015 - 2016.

5.1.2 Human

Principal, English Teachers and tenth C Students from Unidad Educativa Salinas Innova. The advisor Msc. Kleber Loor Zambrano

5.1.3 Materials

Chart# 44: Materials

N°	DESCRIPTION	UNIT COST	TOTAL COST
960	Printings	\$ 0,15	\$ 144,00
161	Copies	\$ 0,03	\$ 4,83
6	Rung folders	\$ 3,00	\$ 18,00
	Total		\$ 166,83

Author: Miguel Angel Jurado Barahona.

5.1.4 Technological

Chart# 45: Technological

N°	DESCRIPTION	UNIT COST	TOTAL COST
9	Internet service per month	\$ 34,00	\$ 306,00
1	Pen drive	\$ 12,00	\$ 12,00
3	CDs	\$ 1,50	\$ 4,50
	Total		\$ 322,50

Author: Miguel Angel Jurado Barahona.

5.1.5 Economic

Chart# 46: Economic

DESCRIPTION	UNIT COST	TOTAL COST
Transportation	\$ 25,00	\$ 25,00
Unforeseen expenses	\$ 60,00	\$ 60,00
Total		\$ 85,00

Author: Miguel Angel Jurado Barahona.

5.1.6 Budget

Chart # 24 Budget

DESCRIPTION	TOTAL COST
Institutional	----
Human	----
Materials	\$166,83
Technological	\$ 322,50
Economic	\$ 85,00
Total	\$ 574,33

Author: Miguel Angel Jurado Barahona.

5.2 SOURCE MATERIAL

1. TIME TABLE

Chart# 47: Timetable

Author: Miguel Angel Jurado Barahona.

ACTIVIDADES	AUGUST				SEPT				OCTOBER				NOV				DEC				JAN				FEB				MARCH				APRIL			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Socialización with thesis advisor				■	■																															
Thesis Designing.						■																														
Elaboration Chapter I						■	■	■	■																											
Chapter I Progress.									■																											
Elaboration Chapter II.									■	■	■	■	■																							
Field Research at "Institution".													■	■																						
Survey Implementation.														■	■																					
Analysis and interpretation of results														■	■																					
Review of Chapter I and II															■	■																				
Elaboration Chapter III.																■	■	■	■																	
Chapter III Progress.																		■																		
Elaboration Chapter IV and V.																							■	■	■	■	■									
Implementation of activities.																								■	■	■										
Review of Thesis draft.																										■										
Delivery of final work																												■								
Pre-defense of thesis																																	■			
Defense of Thesis at Academic Counsel.																																			■	
Graduation day.																																			■	

2. REFERENCES

2.1 Bibliography

Altun, D. M. (2015). The integration of technology into foreign language teaching. Ishik University.

Arroyo, K. (2013). *Technology integration has become a focus in Education* . National Council Of Teachers Of English.

Brown, D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: NY: Person Logman.

Chomsky, Noam. (1996). *Of Minds and Language*.

Council of Europe. (2003). *Common European framework of reference for languages: Learning, teaching, assessment*. UK: Cambridge University Press .

Databank, B. C.-E.-L. (2015). Importance of English Language in Ecuador.

Harmer, J. (2008). *How to teach English with technology*. England: Longman.

Harmer, J. (2012). *The practice of English Language Teaching*.

Harmer, Jeremy. (2007). *How to teach writing*. England: Pearson Education Limited.

Gardner, Howard (1983), *Frames of Mind: The Theory of Multiple Intelligences*.

Jagannath, T. (2009). *English as a second Language*.

Kadiri, G. C. (2012). *The role of information and communication technology in language teaching and learning in University education*. Journal of Liberal Studies, 15,1.

Min.Edu. (Agosto de 2014). *Ministerio de Educación*. Obtenido de Ministerio de Educación: <http://educacion.gob.ec/wp-content/uploads/downloads/2014/09/01-National-Curriculum-Guidelines-EFL-Agosto-2014.pdf>

Richards & Schmidt. (2010). *Approaches and methods in language teaching: A description and analysis (2nd ed.)*. UK: Person Logman.

Rodgers, J. C. (2003). *Approaches and Methods in Language Teaching*. Cambridge language teaching library.

2.2 Web resources

Alexander M., Good writing leads to good testing. 2008, Retrieved from <Http://www.stickyminds.com/sitewide.asp?ObjectId=3391&Function=edetail&ObjectTy pe=ART> on March 26 2012.

Amit, D. (2004). *jttechonline*. Retrieved from [ftp://jttechonline.com/bonus%20books/dhir,%20a.%20\(2004\).%20the%20digital%20consumer%20technology%20handbook.pdf](ftp://jttechonline.com/bonus%20books/dhir,%20a.%20(2004).%20the%20digital%20consumer%20technology%20handbook.pdf)

Cavanaugh, T. W. (2006). *Google Books*. Retrieved from Google Books: <https://books.google.com.ec/books?id=rIJIank876AC&pg=PP4&lpg=PP4&dq=The+digital+reader:+using+e-books+in+K>

Currier D., Essay on the importance of writing – need feedback please. Asian ESL Journal. Retrieved from Gloria, Essay Writing Feedback/EssayForum.com on 8/17/2010 Journal 80 (2008) 183-199.

Garddol, D. (2003, January 1). *ACADEMIA*. Retrieved from ACADEMIA: https://www.academia.edu/1299723/The_decline_of_the_native_speaker?

Hart, S. M. (1992, August). *History and Philosophy of Project Gutenberg*. Retrieved from History and Philosophy of Project Gutenberg: <http://pge.rastko.net/about/history>

Oxford, D. (2015). *Oxford Dictionaries*. Retrieved from <http://www.oxforddictionaries.com/es/definicion/ingles/e-book>

Tula Molina, F. (2011). *redalyc*. Retrieved from redalyc:
<http://www.redalyc.org/articulo.oa?id=86819459007>

WordReference. (2015). *WordReference.com*. Retrieved from
<http://www.wordreference.com/definition/writing>

2.3 Virtual library (UPSE)

Sánchez-Reyes Peñamaría, Sonsoles, and Durán Martínez, Ramiro, eds. Didactic approaches for teachers of English in an international context. España: Ediciones Universidad de Salamanca, 2008. ProQuest ebrary. Retrieved from
<http://site.ebrary.com/lib/upsesp/detail.action?docID=10913881&p00=didactic+approaches+teachers>

Inglés: complementos de formación disciplinar: theory and practice in english language teaching. (2011). España: Ministerio de Educación de España - Editorial GRAÓ, de IRIF, S.L.. Retrieved from <http://www.ebrary.com/lib/upsesp/reader.action?docID=10803725>.

Talaván, Z. N., Martín, M. E., & Palazón, R. F. (2011). Technological innovation in the teaching and processing of LSPs: proceedings of TISLID'10. España: UNED - Universidad Nacional de Educación a Distancia. Retrieved from
<http://www.ebrary.com/lib/upsesp/reader.action?docID=10638640>.

Gordon Smith, David; Baber, Eric (2005). Teaching English with Information Technology: How to use the internet and IT when teaching - for the professional English language teacher. Retrieved from <http://www.ebrary.com>
<https://upse.ebrary.com/patron/FullRecord.aspx?p=1623417>

3. Appendix

3.1 Interview to the principal



PENÍNSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE CAREER

Interview to the Principal of Unidad Educativa Salinas Innova

TOPIC: AN E-BOOK OF MULTIPLE INTELLIGENCES AS A TOOL TO PROMOTE THE DEVELOPMENT OF ENGLISH WRITING SKILLS TO THE STUDENTS OF TENTH YEAR EGB AT UNIDAD EDUCATIVA SALINAS INNOVA, SALINAS, PROVINCE OF SANTA ELENA 2015 – 2016.

1: Do you consider that the use of ICTs (Information and Communication Technologies) are relevant in the English teaching field?

2: What do you think are the benefits of using ICTs for the teaching-learning process of English language?

3: Are you agree that the teachers of English area from your institution apply new strategies focused on the different student's intelligences?

4: Is writing an important English skill that students should develop to improve their communicative competences?

5: Do you consider that multiple intelligences theory is a useful tool for creating or adapting update teaching activities?

6: Do you consider that learning how to write properly in English is difficult for students if the teaching activities are not focused on the student's different learning styles?

7: Do you consider that the implementation of an eBook of multiple intelligences will help to teachers to promote the development of good English writing skills in their students?

8: Is it helpful for teachers use an eBook of multiple intelligences as guide to create or adapt teaching activities for improving the student's English writing skills?

9: Have you ever planned to use multiple intelligences theory of Howard Gardner as teaching strategy for contributing with the academic plan of your institution?

10: Will you support the implementation of an eBook of multiple intelligences to promote the development of good English writing skills on your students?

3.2 Interview to the Specialist



PENÍNSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH LANGUAGE CAREER

Interview guided to the specialist

TOPIC: AN E-BOOK OF MULTIPLE INTELLIGENCES AS A TOOL TO PROMOTE THE DEVELOPMENT OF ENGLISH WRITING SKILLS TO THE STUDENTS OF TENTH YEAR EGB AT UNIDAD EDUCATIVA SALINAS INNOVA, SALINAS, PROVINCE OF SANTA ELENA 2015 – 2016.

1: What are the advantages to use ICTs in the Education?

2: What is your opinion about the use of ICTs during the teaching learning process?

3: Do you agree with the implementation of an eBook of multiple intelligences for benefiting students to improve the development of their English writing skills?

4: What benefits will obtain students if teachers use an eBook of multiple intelligences as a tool to create or adapt different teaching activities?

5: What recommendations would you give to other teachers for using technology in the classroom?

3.3 Survey to tenth C EGB students



PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE CAREER
SURVEY APPLIED TO STUDENTS FROM UNIDAD EDUCATIVA
SALINAS INNOVA SCHOOL
10TH BASIC YEAR
ACADEMIC YEAR 2015-2016

Objective: To analyze why students cannot write properly in English during the school year.

INSTRUCTIONS:

The student should mark with an **X** in the box of preference.

A – Agree

B – Neutral

C - Disagree

PERSONAL INFORMATION				
Sex:	M <input type="checkbox"/>	F <input type="checkbox"/>	Age:	
N o.	Questions	A	B	C
1	Do you agree that writing is an important skill to develop your communicative competences?			
2	Has your English writing skill improved since you started high school?			
3	Should Teachers be dynamic when they teach how to write in English?			
4	Do you think that Writing is a difficult skill to learn?			
5	Do you consider that learning how to write properly in English is sometimes difficult if teachers don't use update teaching strategies?			
6	Do you consider that eBooks are easier to carry and store than printed books?			
7	Do you consider that writing English skill has to be taught through the application of an eBook of multiple intelligences?			
8	Do you consider that the implementation of an eBook of multiple intelligences will support to teachers to promote the development of your English writing skills?			
9	Is it important that your teacher uses an eBook of multiple intelligences as guide to improve your English writing skills?			
10	Do you consider that you can improve your English writing skills if teachers use an eBook of multiple intelligences as a guide to create writing teaching activities focused on your different learning styles?			

3.4 Survey to English Teachers



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE CAREER
SURVEY APPLIED TO ENGLISH TEACHERS FROM UNIDAD
EDUCATIVA SALINAS INNOVA SCHOOL**

ACADEMIC YEAR 2015-2016

INSTRUCTIONS:

The teachers should mark with an **X** in the box of preference.

A – Agree

B – Neutral

C - Disagree

PERSONAL INFORMATION				
	Sex: M <input type="checkbox"/>	F <input type="checkbox"/>	Age:	
No.	Questions	A	B	C
1	Do you consider that eBooks are easier to carry and store than printed books?			
2	Do you agree that writing is an important skill that students should develop to improve their communicative competences?			
3	Do you consider that your student's English writing skills have improved since they started high school?			
4	Have you ever applied multiple intelligences teaching activities to promote the development of good English writing skills in your students?			
5	Do you agree that learning how to write properly in English is difficult for your students if the teaching activities are not focused on the student's different learning styles?			
6	Do you consider that writing English skill has to be taught through the application of an eBook of multiple intelligences?			
7	Do you consider that the implementation of an eBook of multiple intelligences will support to teachers to promote the development of good English writing skills in their students?			
8	Is it helpful for teachers use an eBook of multiple intelligences as guide to create or adapt teaching activities for improving the student's English writing skills?			
9	Do you consider that writing is a difficult skill in which students always have problems of manage it properly?			

3.5 Diagnostic test



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE CAREER**

**DIAGNOSTIC TEST TO TENTH YEAR EGB STUDENTS FROM
UNIDAD EDUCATIVA SALINAS INNOVA**

NAME:

**1. - Choose the Correct Answer to Complete the Sentences
TO BE**

- 1 'My mother ___ a teacher.
a) am b) is c) are
- 2 ' ___ a new student?' 'Yes, I am.'
a) You are b) Are you c) Is you
- 3 Paul and Sarah ___ my cousins.
a) am not b) is c) aren't
- 4 'Is your father tall?' 'Yes, ___.'
a) is tall b) is c) he is
- 5 You and your sister ___ good students.
a) are b) is c) you are

HAVE GOT

- 6 We ___ a beautiful garden.
a) have got b) got c) has got
- 7 Sarah ___ two sisters and one brother.
a) is b) have got c) has got
- 8 Tim and John ___ a pet.
a) not got b) not have got c) haven't got
- 9 Bea ___ got a blue notebook. Her notebook is green.
a) isn't b) haven't c) hasn't

10) ' ___ got a dog?' 'No, I haven't. I've got a cat.'

a) Have you b) You have c) Has

2. - Complete the sentences with the correct Present simple form of the words in the box.

go have not do not like not study not wear watch

1 Carol TV in the evening after school.

2 I this sports programme. It's boring.

3 Jim and Nina French and Italian at school. They study German.

4 You and your friends jeans and a T-shirt to school.

5 My family and I breakfast at eight o'clock every day.

6 Kay to school by bus when it's sunny.

7 Adam his English homework every day.

3. - Make questions with the Present simple. Then write answers.

1 Tina and Alex / visit / their grandparents / on Sundays? ✓

A

B

2 your dad / use / the computer / a lot? ×

A

B

3 what subject / you / do / on Tuesday morning? (we / do / Maths)

A

B

4 where / Maria / live? (she / live / in Madrid)

A

B

4. - Complete the sentences with the correct form of the Past continuous or past simple.

1 The telephone (ring) while I (have) a hot shower.

2 When you (phone) last night, I (read) a fantastic book.

- 3 Mary and I (see) Henry while we (wait) for the bus this morning.
4 Last night we (have) dinner with friends when Helen (arrive).
5 While the teacher (explain) the problem, Lisa (drop) her books.

5. - Complete the sentences with present perfect or past simple.

1. I (see) three police cars this morning (it's still morning).
2. After he (arrive) home, he (Unpack) and (go) to bed early.
3. A: What's wrong? B: I (break) a glass!
4. My grandparents only (know) each other for a few months before they (get) married.
5. I (be) in London for three years. I love it here.
6. We (see) Julie last night.
7. He (be) a teacher before he (become) a musician.
8. When the boss (walk) into the room, we (know) someone was going to get fired.
9. The children (break) a window in the school last week.
10. He (see) that film last year.
11. Lucy (break) her leg, so she can't come skiing.
12. Julie (arrive)! Come and say hello!
13. They (be) cold when they (arrive) home.
14. Jack (break) his arm when he (fall) off a horse in 2005.

___ /10 marks

Total: ___ /45 marks

3.6 First Writing Workshop for Evaluating the Initial Level of Students Writing Skills.

184.107.207.82/ueinnovaschool/mod/assign/view.php?id=10039&rownum=6&action=grade

Buscar



GONZALEZ PANCHANA AXEL ABRAHAM DECIMO C (estudiante170474)

Estado de la entrega

Estado de la entrega	Enviado para calificar
Estado de la calificación	Calificado
Fecha de entrega	viernes, 19 de junio de 2015, 23:55
Fecha límite	jueves, 13 de agosto de 2015, 13:25
Tiempo restante	La tarea fue enviada 7 horas 16 minutos antes
Edición de estado	El estudiante no puede editar esta entrega
Última modificación	viernes, 19 de junio de 2015, 16:38

Texto en línea



My favorite movie is Fast and Furious 5. I have a dvd but I did not see it on DVD, what I did was go to the movies is my brother and my cousins because they likes action movies, and my sister like romantic movies like my mom, but my dad like the dvd movies because film is the big screen and apart likes horror movies My film is about a group of kids who go to one of the fiercest races in the world which even could die but what I like is that they are action scenes as they are armed with weapons and trucks either with missiles and between other things, but as are the scenes of suspense is very exciting and amazing and after all that many people stay back, but some are actors and not for the reason you have come to a better life, I give the example of Paul Walker he passed away in an accident but he sought a replacement and the technology is very similar to the real

My opinion is that it was an exciting and too much action movie as expected because all the films have been very successful

3.7 Final Test



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH LANGUAGE CAREER**

**FINAL TEST TO TENTH YEAR EGB STUDENTS FROM UNIDAD
EDUCATIVA SALINAS INNOVA**

NAME:

Grammar

1.- Choose the correct answers.

1 I don't like ___ up late on Sunday.

- a) get b) getting c) gets

2 Does he always ___ skateboarding every Saturday afternoon?

- a) go b) going c) goes

3 If it rains tomorrow, we ___ to the beach.

- a) aren't going b) won't go
c) don't go

4 ' ___ tickets do we need?' 'Five.'

- a) How b) How much c) How many

5 When Dad was a student, he ___ in Cambridge.

- a) live b) lives c) lived

6 Helen usually watches action films, but she ___ a great comedy on TV at the moment.

a) Is watching b) watch c) watches

7 Amanda and I ___ judo at school every Monday and Wednesday.

a) do usually b) usually do c) are usually doing

8 Mum isn't here. She ___ to work.

a) have gone b) has gone c) didn't go

9 'Please be quiet.' 'Why? ___ his homework?'

a) Mark is doing b) Is Mark doing c) Does Mark do

10 'What film ___?' 'I think it's a fantasy.'

a) are they watching b) do they watch c) they watch

2. - Complete the email with the correct form of the verbs. Use the Present simple, Present continuous, past simple, past continuous, Present perfect, going to or will.

Hi Janice,

My family and I are on holiday in Majorca at the moment and we ¹ _____ (have) a great time! Dad and I ² _____ (usually / go) to the beach in the morning. Mum ³ _____ (not come) with us. She ⁴ _____ (like) swimming in the pool at the hotel. But guess what! Yesterday morning at eleven o'clock she ⁵ _____ (read) a magazine near the pool when she saw Halle Berry!

Last week we ⁶ _____ (visit) Palma, the capital of the island.
⁷ _____ (you / ever / be) there? It's a great town.

Tomorrow we ⁸ _____ (climb) a mountain, Puig de Massanella. I
⁹ _____ (take) my camera with me because I want to take photos from the
top. It ¹⁰ _____ (be) fun!

That's all for now!

Helen

3. - Complete the dialogue with the words or phrases in the box.

Because	don't like	I'll give	let's go	never guess	poor you
Well done	what do you	what's up	why don't you		

Brenda

Hi Amy! Hi Rob!

¹ _____?

Amy You'll ² _____! Rob has won first prize in a song-writing
competition!

Brenda Oh, ³ _____, Rob!

Rob Thanks, Brenda.

Amy Rob is going to be on TV tomorrow.

Rob Yes, but I haven't got any nice clothes.

Brenda ⁴ _____ buy some new jeans and a shirt?

Rob ⁵ _____ I lost my money on the bus yesterday.

Brenda⁶ _____! But don't worry. ⁷ _____ give you some money.

Rob Thanks, Brenda.

Amy There are some nice clothes in Top Gear.

Rob No, I ⁸ _____ Top Gear. It's very expensive.

Brenda⁹ _____ think of Mangos?

Rob Mangos is my favourite clothes shop!

Amy What are we waiting for? ¹⁰ _____!

4.- Think about your favourite singer. Answer the questions.

1 What is your favourite singer's name?

2 Where and when was he/she born?

3 How did he/she become famous?

4 Does he/she play any instruments?

5.- Complete the text with the words in the box.

Fell got (x2) graduated had left moved retired
started was went

Jake Harris ¹ born in 1902. He
² school when he was five and finished when he was seventeen. He
³ home in 1919 and he ⁴ to university in London. He ⁵ in 1923
and then he ⁶ a job.

One day he saw a beautiful girl in a café and he ⁷ in love her. Her name
was Emily Wallace. He and Emily ⁸ married in 1927 and they ⁹ a
baby in 1931. They ¹⁰ house in 1933. Jake ¹¹ in 1970.

___ /10 marks

Total: ___ /45 marks

3.8 Final Writing Workshop Applied To Show The Students Writing Skills Improvement.

Writing A short story

1 Read the short text. Find four sequencing words.

Last Saturday I went out with my friends. First, we played football. Next we had an ice cream. Then we went swimming. Finally, we went to the cinema and watched a film.

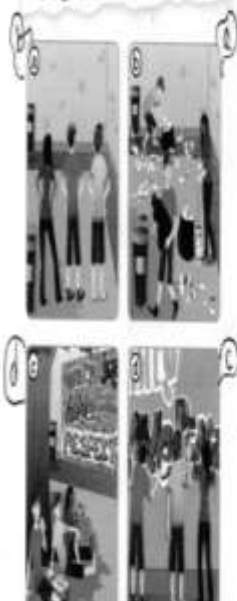
- 1 First 3 Then
2 Next 4 Finally

2 Read the story. Put the pictures (a-d) in the correct order.

I was home on a Saturday morning when Sam and his friends arrived at the school. There was a lot of litter in the schoolyard and it was ugly and dirty.

First, they got the litter in the bin. Next, they looked at the walls of the school. Then they sprayed graffiti on the walls. The graffiti was fantastic! Finally, they washed their hands and had some sandwiches.

A man was walking along the street when he saw Sam and his friends. He was angry and he showed them. He had a poster that said 'Graffiti: Competition for Schools'. 'It's OK, said Sam. 'We weren't thinking of that!' We were making the school beautiful!



Unit 4

3 Read the story again. Answer the questions.

1 What time was it when Sam and his friends arrived at the school?
It was nine o'clock in the morning.

2 What did the friends do with the bin?
They put the litter in the bin.

3 What did they do to the walls of the school?
They sprayed graffiti on the walls.

4 Why was the man angry?
Because he saw Sam and his friends.

5 What did Sam show the man?
Sam showed the man a poster.

4 Write a story. Use the words and pictures to help you.

Last weekend I was sunny / snowboarding first go up the mountain next snowboard down the mountain then go to a cafe / have a drink / a man steal their snowboards / stand up to leave / snowboards were missing finally call police / police arrive with snowboards / say 'It was easy / find that. We just / follow / across the snow'

Last weekend it was sunny. Liam and Liam went snowboarding...

First go up the mountain next snowboard down the mountain then go to a cafe / have a drink / a man steal their snowboards / stand up to leave / snowboards were missing finally call police / police arrive with snowboards / say 'It was easy / find that. We just / follow / across the snow'

Last weekend it was sunny. Liam and Liam went snowboarding...

First go up the mountain next snowboard down the mountain then go to a cafe / have a drink / a man steal their snowboards / stand up to leave / snowboards were missing finally call police / police arrive with snowboards / say 'It was easy / find that. We just / follow / across the snow'

Last weekend it was sunny. Liam and Liam went snowboarding...

First go up the mountain next snowboard down the mountain then go to a cafe / have a drink / a man steal their snowboards / stand up to leave / snowboards were missing finally call police / police arrive with snowboards / say 'It was easy / find that. We just / follow / across the snow'

Last weekend it was sunny. Liam and Liam went snowboarding...

First go up the mountain next snowboard down the mountain then go to a cafe / have a drink / a man steal their snowboards / stand up to leave / snowboards were missing finally call police / police arrive with snowboards / say 'It was easy / find that. We just / follow / across the snow'

Last weekend it was sunny. Liam and Liam went snowboarding...

First go up the mountain next snowboard down the mountain then go to a cafe / have a drink / a man steal their snowboards / stand up to leave / snowboards were missing finally call police / police arrive with snowboards / say 'It was easy / find that. We just / follow / across the snow'

Last weekend it was sunny. Liam and Liam went snowboarding...

First go up the mountain next snowboard down the mountain then go to a cafe / have a drink / a man steal their snowboards / stand up to leave / snowboards were missing finally call police / police arrive with snowboards / say 'It was easy / find that. We just / follow / across the snow'

Last weekend it was sunny. Liam and Liam went snowboarding...

First go up the mountain next snowboard down the mountain then go to a cafe / have a drink / a man steal their snowboards / stand up to leave / snowboards were missing finally call police / police arrive with snowboards / say 'It was easy / find that. We just / follow / across the snow'

Last weekend it was sunny. Liam and Liam went snowboarding...

First go up the mountain next snowboard down the mountain then go to a cafe / have a drink / a man steal their snowboards / stand up to leave / snowboards were missing finally call police / police arrive with snowboards / say 'It was easy / find that. We just / follow / across the snow'

Last weekend it was sunny. Liam and Liam went snowboarding...

First go up the mountain next snowboard down the mountain then go to a cafe / have a drink / a man steal their snowboards / stand up to leave / snowboards were missing finally call police / police arrive with snowboards / say 'It was easy / find that. We just / follow / across the snow'

4. Write a story. Use the words and pictures to help you.

Last weekend it was sunny.

Liam and Liam went snowboarding.

First they went up the mountain.

Next, they went to a cafe and had a drink.

Then a man stole their snowboards and ran away.

Finally, they called the police and the police arrived with the snowboards.

It was easy to find them. We just followed him across the snow.

last weekend / sunny / snowboarding first go up the mountain next snowboard down the mountain then go to a cafe / have a drink / a man steal their snowboards / stand up to leave / snowboards were missing finally call police / police arrive with snowboards / say 'It was easy / find that. We just / follow / across the snow'

Last weekend it was sunny. Liam and Liam went snowboarding...



3.9 Base Legal

CONSTITUCIÓN DE LA REPUBLICA DE ECUADOR
Art. 16.- Todas las personas, en forma individual o colectiva, tienen derecho a: El acceso universal a las tecnologías de información y comunicación.
Art. 277. Para la consecución del buen vivir, serán deberes generales del Estado: Promover e impulsar la ciencia, la tecnología, las artes, los saberes ancestrales y en general las actividades de la iniciativa creativa comunitaria, asociativa, cooperativa y privada.
Art. 347.- Será responsabilidad del Estado: Incorporar las tecnologías de la información y comunicación en el proceso educativo y propiciar el enlace de la enseñanza con las actividades productivas o sociales.
LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL
Art. 347.- Incorporar las tecnologías de la información y comunicación en el proceso educativo y propiciar el enlace de la enseñanza con las actividades productivas o sociales.
CAPÍTULO I DE EL DERECHO A LA EDUCACIÓN
Art. 6-J Garantizar la alfabetización digital y el uso de las tecnologías de la información y comunicación en el proceso educativo, y propiciar el enlace de la enseñanza con las actividades productivas o sociales.
DISPOSICIONES TRANSITORIAS
Décima Segunda.- En el caso del Sistema de Educación Intercultural y Bilingüe, durante una década a partir de la publicación de esta ley, la asignación y ejecución presupuestaria para los centros educativos de las comunidades, pueblos y nacionalidades será preferencial, para mejorar la calidad educativa en las siguientes áreas: formación y capacitación docente, infraestructura educativa, formación y participación comunitaria, elaboración y dotación de materiales didácticos e implementación de las tecnologías de información y comunicación.

3.8 Rubric

CATEGORY	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs.	Information is somewhat organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Grammar & Usage	0-1 errors; complete sentences; correct tenses; good word order.	2-3 errors; mostly complete sentences; mostly correct tenses; good word order.	4-5 errors; some complete sentences; frequent errors in tense; word order questionable.	6 or more errors; weak sentences; many tense errors; poor word order.
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Spelling	Writer makes no errors that distract the reader from the content.	Writer makes 1-5 errors that distract the reader from the content.	Writer makes 6-10 errors that distract the reader from the content.	Writer makes more than 11 that distract the reader from the content.
Word Choice	Word choice is very creative and interesting.	Word choice is somewhat creative and interesting.	Word choice is somewhat creative but not very interesting.	Word choice is not creative or interesting.

From RubiStar January, 2015 and adapted by Miguel Angel Jurado

3.9 Bloom's Taxonomy Planning Matrix

	Thinking Skills	Thinking Strategies	Verbal/ Linguistic	Logical/ Mathematical	Visual/ Spatial	Musical/ Rhythmical	Bodily/ Kinesthetic	Interpersonal	Intra-Personal
REMEMBERING	List Describe Identify Remember Memorize State Define Locate Know	Acronyms Acrostics Answer-Question listing Brainstorming Different Uses Silent Card	Record facts Create a word Search of - Interview – about	Construct a time line Chart results of surveys	Draw a graph to illustrate – Create a Mind Map showing	Rap /clap list of –	Use facial emotions to show emotions of.	If you were, how would you?	Summarize the key tasks of
UNDERSTANDING	Interpret Exemplify Summarize Infer Paraphrase Explain Describe Restate Translate	Generalizations Graphic Organizers Metaphor, Mind Map Silent Card Visualization Word Summary	Explain the cause and effect of...	Given X info, draw a logical conclusion about...	Use material objects as a visual metaphor to describe...	Give a clear musical example of ...	Develop a sign language..	If you were --, how would you?	Summarize the key tasks of
APPLYING	Carry out Use Apply Complete Construct Demonstrate Extrapolate Illustrate Infer Solve	Brainstorming Flow Chart Graphic Organizer	Write a news report about...	Choose the most appropriate procedure for... Show relative similarities and differences on graphs	Design icons to be used for – Make detailed models	Develop a rhythmic pattern to help memorize	Make a combined diorama to represent	Perform a group play... If you were --, why would you-- ?	If you met – what 5 questions would you most like to ask?

	Thinking Skills	Thinking Strategies	Verbal/ Linguistic	Logical/ Mathematical	Visual/ Spatial	Musical/ Rhythmical	Bodily/ Kinesthetic	Interpersonal	Intra-personal
ANALYSING	Compare Contrast Attribute Organize Analyze Summarize Deduce Detecting Discuss Examine Explain Identify Investigate Separate	Attribute grouping Brainstorming Different Uses key Mind map Fact/Opinion SWOT Analysis SCAMPER Silent Card Shuffle	What really IS - -?	Play 20 questions on --- Select 3 – Show how they are similar & different using a Venn diagram.	Construct a Venn Diagram to compare and contrast....	Change the words of a song to describe an issue	Compare and contrast different types of music used...	Analyze the feelings of... when	Analyze the thinking patterns you use when ...
EVALUATING	Check Evaluate Justify Assess Choose Conclude Decide Determine Justify Prioritize Recommend Verify	Advantages/ Disadvantages Decision-making Matrix Extent Barometer Relevant/Irrelevant Reliable/Unreliable	Choose the 5 most important questions to explore the issue of...	Rate the last five – by generating criteria	Have a pros/cons debate about the visual value of --		Listen to 3 different pieces of music – decide which novels / stories they would best suit.	Play games made by other students – offer positive suggestions for improvements.	Prioritize the most important -- and justify your choices
CREATING – Originality, Fluency, Flexibility, Elaboration	Create Design Produce Complexity Extrapolating Forecasting Formulating Modifying Organizing Planning Proposing Risk-taking Synthesizing	Brick Wall Key Combinations Key Disadvantages/ Improvements T Forced relationships SCAMPER 'So what is the problem'? TWERP Variations Key What if	Create an argument to persuade people that...	Design a set of criteria to assess the effectiveness of...	Design a board game about ---		Create jingles or songs to help others remember Create a tape recording of: sound effects/ appropriate music/ rhythms...	Devise an interview format for boosting the esteem of	If you were the Minister of – how would you improve ---

3.10 pictures

Picture # 1: Interview Directed To the Principal



Picture # 2: Survey Directed To English Teachers



Picture # 3: Survey Directed To English Teacher



Picture # 4: Interview with the Specialist



Picture # 5: Students Taking The Diagnostic Test



Picture # 6: Students Working With One Activity Selected From The EBook



Picture # 7: Students Working With a Writing Workshop



Picture # 8: Students Taking the Final Test

