



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
SCHOOL OF EDUCATION AND LANGUAGES  
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“Exploring Cognitive Preferences for English Language Acquisition  
through Tailored Teaching Practice”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND  
FOREIGN LANGUAGES**

**Authors:** Garzón Reyes Melanie Dayanara  
Neira Ormeño Irving José

**Advisor:** García Villao Rosa Tatiana, MSc.

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### **Advisor's Approval**

In my role as Advisor of the research paper under the title “Exploring Cognitive Preferences for English Language Acquisition through Tailored Teaching Practice” prepared by Garzón Reyes Melanie Dayanara and Neira Ormeño Irving José, undergraduate students of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Península of Santa Elena State University I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

**Sincerely,**



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**García Villao Rosa Tatiana, MSc.**

**ADVISOR**

## Statement Authorship

We, Garzón Reyes Melanie Dayanara with ID number 0928226653 & Neira Ormeño Irving José, with ID number 2450171950 respectively, declare that this investigation project titled “Exploring Cognitive Preferences for English Language Acquisition through Tailored Teaching Practice,” as a prerequisite to obtaining a bachelor’s degree in Pedagogy of National and Foreign Languages in Universidad Estatal Península de Santa Elena, School of Education Science and Languages, is our original work and has been completed collaboratively. In addition, we affirm the content is the result of our joint efforts and contributions as authorship with quotes, statements, and reflections as exceptions but used in this paper as sources.



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Garzón Reyes Melanie Dayanara

**AUTHOR**



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Neira Ormeño Irving José

**AUTHOR**

## Declaration

The information and content in this degree and research work are the responsibility; the intellectual property belongs to Universidad Estatal Península de Santa Elena.



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Garzón Reyes Melanie Dayanara

0928226653

**AUTHOR**



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Neira Ormeño Irving José

2450171950

**AUTHOR**

**Board of Examiners**



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León Abad Eliana Geomar, MSc.

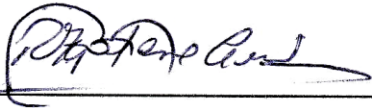
**PEDAGOGY OF NATIONAL AND  
FOREIGN LANGUAGES MAJOR'S  
DIRECTOR**



---

León Abad Eliana Geomar, MSc.

**SPECIALIST PROFESSOR**



---

García Villao Rosa Tatiana, MSc.

**ADVISOR**



---

Nieto Herrera Diego Josue, MSc.

**UIC PROFESSOR**

## **Acknowledgment I**

First of all, I want to thank my parents, who became a fundamental part of my life even when the economic situation was not the best. To my first squad and friends, "Los corazones débiles" who were my help and brightened my nights. To Martin, who supported me in the difficult moments of my life when the only thing that I wanted was to give up everything, for his patience, advice, jokes, and above all, for recognizing and celebrating my achievements. To my best friend and thesis partner, Irving, who has helped me and supported me in the procedure of this research. To me and my old versions, despite all the bad moments, we do not allow sadness to invade us in its entirety to enjoy the small pleasures of life. Finally, to all the friends who, without knowing it, were the light in my life.

- Garzón Reyes Melanie Dayanara

## **Acknowledgment II**

I would like to acknowledge this goal to my family, which includes Mrs. Inés Suárez and Eco. Silvano Gonzabay (+), who together with my mom, Mrs. Irma Ormeño, and the will of my late father, Mr. José Neira, provided me with important values such as honesty, humility, respect, education, leadership, and love; values I consider essential to the human being life, thanks to them I would not be able to be who I currently am, to my sister, Iris Neira, who always helps me increase my education with other important values just like resilience, effort, and discipline. Followed by my dearest friends and future colleagues Melanie, Michelle, Nathaly, Freddy, Dayanara, Elizabeth, and Anthony, for supporting me when I needed it, they illuminated me through confidence and affection, key aspects for me. And finally, to my past self, who felt lost in the world, for never giving up despite the adversities and darkness that invaded the world.

- Neira Ormeño Irving José

### **Dedication I**

I dedicate this project to my family, who raised me and cared for me for my whole life, and above all, to Lucy, the inspiration of my philosophy, for teaching me during my entire studies in the PINE major the real value of life, friendship, not giving up, and fighting for my dreams and goals, and guided me to be strong even when the helm is a bit lost. I learned a lot from life and the world on my own, then I felt the necessary confidence to go ahead despite the adversities.

With love, Garzón Reyes Melanie Dayanara

### **Dedication II**

I want to devote this entire project to my family, who have always been the pillar of my life, without my parents, Irma Ormeño and José Neira (+), I would not be present now prosperous to graduate, to my grandparents, Inés Suárez and Silvano Gonzabay (+), who never allowed me to feel helpless, by whom from now on I am inspired to never give up and to always move forward with determination and dedication following the precepts and legacies under which I have been educated, showing myself as a capable, self-confident, brave and confident being.

With love, Neira Ormeño Irving José

## **Abstract**

Over time, languages have been facilitating communication around the world, allowing the nature of the communicative and social practice of human beings. This study delved into the relevance of multiple intelligences and their interconnection with the VARK model that together with adaptative teaching have boosted the increase in the level and knowledge of English as a Foreign Language. Based on this interconnection, this study explored the effectiveness of the adaptative method in the acquisition of a new language. This study also considered the cognitive profiles identified in 9th graders at the Unidad Educativa Fiscomisional Americano through a qualitative methodology of research where possible recommendations of adaptations for students who are categorized as auditory, visual, and kinesthetic learners are presented also taking into account that teachers, as research subjects, provided the necessary information to recognize their students at a higher level compared to students from other institutions (Level A2. 1 according to the Common European Framework of Reference for Languages).

**KEYWORDS:** Pedagogy, Psycho-pedagogy, Methodology, Multiple Intelligences, Cognitive preferences.



## **Resumen**

A lo largo del tiempo, las lenguas han ido facilitando la comunicación en todo el mundo, permitiendo la naturaleza de la práctica comunicativa y social del ser humano. Este estudio, profundizó en la relevancia de las inteligencias múltiples y su interconexión con el modelo VARK que conjunto con la enseñanza adaptada han impulsado el incremento del nivel y conocimiento del idioma Inglés como Lengua Extranjera. Con base en esta interconexión, este estudio exploró la efectividad del método adaptado en la adquisición de una nueva lengua. Este estudio también consideró los perfiles cognitivos identificados en estudiantes de 9no grado en la Unidad Educativa Fiscomisional Americano a través de una investigación con método cualitativo donde se presentan posibles recomendaciones de adaptaciones para los estudiantes que se categorizan como aprendices auditivos, visuales y kinestésicos teniendo en cuenta además que los docentes, como sujetos de investigación, proporcionaron la información necesaria para reconocer a sus estudiantes en un nivel superior en comparación con los estudiantes de otras instituciones (Nivel A2.1 de acuerdo al Marco Común de Referencia Europea).

**PALABRAS CLAVES:** Pedagogía, Psico-pedagogía, Metodología, Inteligencias Múltiples, Preferencias Cognitivas.

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## Introduction

In the ever-evolving landscape of education, understanding and catering to the diverse cognitive preferences of learners has become paramount, particularly in the realm of language acquisition. The research project "Exploring Cognitive Preferences for English Language Acquisition through Tailored Teaching Practice " delves into the intricate domain, aiming to enhance the efficacy of English language teaching by aligning instructional methods with the cognitive styles of learners. Therefore there are some theories and methods that suggest some aspects to be considered at tailoring any content to students' preferences, such as the Multiple Intelligences Theory by Garder (1983) that suggests there are nine factors within intelligence involving some cognitive and bodily skills, the same that set a pattern according to the Learning Styles, VARK Model by Fleming and Baume (2006). Based on that, this study aims to set an interconnection between these concepts to the practice in a methodology which is the Tailored or Adaptative Method, thus finding out some reasonable teaching strategies that align with students' strengths and capabilities creating the boosting an inclusive environment while allowing students to obtain not only effective learning but also values just like confidence, increasing of their self-esteem, student engagement, in addition to the satisfactory feeling of learning accurately.

## **Chapter I:**

### **The Problem**

#### **Research Topic**

Strategies and Language Acquisition

#### **Title of the Project**

Exploring Cognitive Preferences for English Language Acquisition through Tailored Teaching Practice.

#### **Problem Statement**

In recent years, with the passing of the COVID-19 pandemic situation, some aspects of language education have been overlooked involuntarily, having a quite questionable learning process due to the complication that appeared during the turning on virtual education at the moment of poor knowledge of digital tools, and the necessity of filling up the curriculum with its content.

An article written by Ilyosovna (2020) mentions that English importance is close to the places where it is spoken, in fact, Berlitz (2024) in her blog, supports the idea that English is the most used language around the globe, with 1,452 million speakers, including native and non-native users, following with the ranking, the next one is Mandarin, and Hindi in the third place.

In order to illustrate the main situation occurring with this research, it is important to mention that Moore Delvin (2023) explains in his blog that language acquisition is classified by some models such as the acculturation model by Schumann in 1978; according to Ma Quinquin (2021), which is the process of getting into a new culture, and the monitor model which refers to an academic process with an instructor who provides guide to learn the target language, this is associated with Step Krashen in 1985, as Al-Dawoody Abdulaal (2021) mentions.



Step Krashen's model goes towards cognitive processes, which combine chemical and electrical reactions within the brain across neuronal connections which allow individuals to comprehend and get knowledge from the environment through interaction as Indeed Editorial Team (2023) explains in its website.

These cognitive processes could be listed as attention, which means to be focused on stimuli in the environment; Thought, which occurs within the conscious mind; Perception, which happens across the five senses; and finally Memory, which is the action of forming, storing, and recalling memories, as the neuropsychologist body (2023) mention in Indeed Blog.

While explaining cognitive processes, various psychological factors are influenced by the current education system, Howard Gardner (1990) includes encompassing cognitive processes, motivational factors, and even neurological states by the poor application of multiple intelligence abilities. Additionally, the delicate friction between traditional and progressive values in a modern society can create tension.

For all these reasons, cognitive processes can be defined as gaining information and knowledge from the interaction with the environment or experiences which could be interpreted as place or people with whom the individual grows, allowing this person to be capable of retaining, understanding, and recall the necessary information when it is required.

It is essential to identify the key points in the educational system problem, just as the educative anachronistic fails to equip students with essential skills such as literacy, numeracy, and critical thinking. These foundational skills, along with higher-order thinking abilities, are crucial for success in the modern world. Unfortunately, many students from privileged areas are not adequately developing these skills due to the shortcomings of the current education system.

It is crucial to consider the individual needs of students, in order to effectively cater to their cognitive strengths and weaknesses. By doing so, educators can help to improve students' cognitive abilities and facilitate better learning outcomes through the strengthening of neurological connections.

In the YouTube channel “Sharp Cookie” (2020) Janice in the “9 Multiple Intelligences by Howard Gardner EXPLAINED!” illustrates that Howard Gardner, the author of Multiple Intelligences Theory, did not believe in Intellectual Quotient (IQ) tests that were developed during the 1970s, but everyone has their specific strengths and specific weaknesses. In fact, in his book “Frames of Mind” by Gardner (1983), he explains a person could differ from another due to the cognitive ability levels that are developed better than others. Currently, it is believed that a person is able to increase their cognitive abilities voluntarily, creating conscious learning.

The identified multiple intelligences are Naturalistic, Musical, Logical-mathematical, Existential, Interpersonal, Bodily-Kinesthetic, Verbal-Linguistic, Intrapersonal, and Visual-Spatial which are related to the comprehension of the existence, not only personal or academic but also external knowledge as Janice (2020) mentions in the same video while explaining each one of them.

In another instance, some authors like Piaget (1972), Fleming and Baume (2006), following the established by Gardner (1983), consider the relevance of recognizing the cognitive profiles that following these theories can be defined as the features individuals possess at knowledge acquisition according to the stage of development they are, due to the adaptability the curricula could acquire considering multiple intelligences and learning styles.

On the other hand, N. Reyes (personal communication, April 4, 2024) mentions that the adaptation of the curricula is not only for regular students but also for special education students,

and it could happen that teachers do not apply human values such as empathy for the student's needs, which leads students to be frustrated with the English language subject, causing them to reject the teacher, likewise for the methodology, and the target language; moreover, if the instructors fail to adequately prepare students for their future job market, which values skills such as creativity, critical thinking, and adaptability, it will hinder their chances of success and their ability to thrive in their chosen majors.

From another point of view, M. Vivas (personal communication, April 4, 2024) emphasizes that some teachers may find it difficult to meet diverse students' needs and opt to use traditional methods with the same type of grading, teachers who do not consider student participation in the classroom procedure, leading them to frustration, poor curiosity, disengagement from their education, reducing academic performance, limiting their personal growth, and impacting their multiple intelligence and cognitive skills.

In order to connect the previous ideas and considerations from the information in personal communications, Multiple Intelligences should be taken into account in the teaching-learning process due to the facility they possess to connect the environment and experiences within the cognitive processes; then, the English learning quality could increase, catching the students' attention. Therefore, the intention of this research would be to corroborate whether psycho-pedagogical practices among students are efficient or not.

As mentioned before, tailored or adaptative teaching practice results in the improvement of learning among students; actually, the study made by Wang et al. (2020) mentions that the Chinese methodology applied in the United States of America, has shown students delivered increased knowledge according to their skills and abilities in 8th Grade students, then it is of a

high level of interest to verify the efficiency of this adaptative methodology in Ecuador focused on English as a Foreign Language.

This issue has the potential to significantly impact the students in some grades in the province of Santa Elena, as it could be clarified in the next chapter of this research, resulting in them receiving an inadequate education that does not prioritize the development of their cognitive abilities in relation to acquiring proficiency in the English language due to a decrease of English level in both students and teachers, then affecting the learning process, leading both of them onto frustration, and demotivation.

Through the tackling of this issue, the enhancement of the teaching-learning process can be amplified due to facilities found in the educators' capacities that could be applied to their students within some institutions which will be mentioned in one of the next chapters.

**Problem Question*****General question.***

1. To what extent can a tailored teaching practice enhance students' English language acquisition?

***Specific questions.***

1. What are the variations in cognitive profiles observed by teachers in previous research?
2. What are the cognitive profiles of the 9th-grade students from Unidad Educativa Fiscomisional Americano in favor of learning process improvement according to teachers' perceptions?
3. Do teachers adapt their class development according to students' cognitive profiles?

**Objectives*****General objective.***

1. To explore how extent tailoring a teaching practice can potentially enhance English language acquisition for students.

***Specific objectives.***

1. To describe the variables in cognitive profile terms that have been observed by teachers.
2. To categorize the cognitive profiles existing in Unidad Educativa Fiscomisional Americano identified by teachers during the instruction process.
3. To recommend potential adaptations to teaching approaches that better align with the cognitive preferences of students from 9th grade at Unidad Educativa Fiscomisional Americano.

**Justification**

During various years, the traditional methodology applied by teachers in the English subject caused disagreement with those who apply another methodology just like the tailored method which highlights the students' needs attention.

This research highlights the importance of knowing the influence multiple intelligences have on language acquisition, providing theoretical knowledge that will prevent the poor practice of teaching effectively, due to the conspicuous absence of this kind of research in Santa Elena province; consequently, the main objective for this research is to provide information to fill in the psychological gaps related to language education.

Accordingly, this research also spotlights the improvement of teaching practice by the adaptation of methodology to students, due to the comfort perceived by students which takes them to the engagement of language learning and curiosity values, thus impacting constructively the English level of the population.

This work possesses a pedagogical basis because it could be used as a source in future educator generations to clarify how the methodological practice with a student-centered approach specifying the teaching practice must be adapted to students while considering their cognitive capabilities and needs.

The feasibility of this project is supported by the availability of current resources and tools, which, integrated with instructors' expertise, and incorporating innovative features such as creativity, flexibility, and leadership foster an effective combination of the teaching process in order to enhance the learning experience for students.

For the purpose of exploring cognitive preferences among English learners, a qualitative approach involving interviews with open questions for teachers to argue potential adaptations to teaching approaches that better align with students' cognitive preferences will be employed.

This research illustrates how psychology influences academic aspects, delivering motivation for conscious learning, making it more accessible and comprehensive for students, and considering various competencies that enhance their development not only in educational life but also in their everyday lives.

Tailoring academic practice as a coaching technique can evoke various positive emotions such as confidence, self-esteem, interest, optimism, curiosity, realization, courage, and inspiration, which are connected to happiness, ensuring students' engagement, as is mentioned in the book "Psychoeducational Role of Coaching in developing Emotional Intelligence and Well-Being" by Jarosz (2024).

For all these reasons mentioned previously, the insights obtained through this research contribute to the psycho-pedagogical knowledge, thus increasing the effectivity of the language teaching process by gaining the engagement and involvement of students to take them to conscious and guaranteed learning.

At this point, Unidad Educativa Fiscomisional Americano will serve as an observation subject, aiming to identify patterns and practices applicable that involve students in conscious and active learning which could serve as an example for people who got access to this file.

## **Chapter II:**

### **Theoretical Framework**

In this study, the theoretical framework is established through an examination of relevant articles within the field of Strategies and Language Acquisition. By synthesizing existing literature, this framework aims to elucidate key concepts and theoretical perspectives pertinent to tailored teaching practice.

#### **Background**

Over the years, English has become an indispensable language for exchange and communication in international terms, being a fundamental subject within the teaching-learning process. As a result, different methods of teaching English are available in this context; however, an adapted teaching practice looks like an adequate option not only due to the enhancement of cognitive preferences but also to the impulse of students' abilities and strengths. Then, some evidence will be taken and detailed below as the foundation for this project.

#### ***International studies related to adaptative teaching practice.***

The article called "Developing Personalized Education: A Dynamic Framework" carried out by the German, Tetzalaff et al. (2020) highlights many perspectives from different authors related to personalized education just like Bloom's perspective on one-on-one tutoring which increases learning gains through Intelligent Tutoring Systems (ITS) just like student modeling and the subsequent adaptation of instruction. These systems allow students to enhance their academic competencies and knowledge by selecting the appropriate materials and methods that must be changing while going ahead during the instruction of the scholar period.

Additionally, in the article "Challenges and Context in Establishing Adaptative Learning in Higher Education: Finding from a Delphi Study" by Mirata et al. (2020) South African and



Swedish University contexts were contrasted in order to find out dares the teaching process faces and measure them, the results reveal a level of complications within e-learning, but researchers selected the challenges existing and attended them according to the ranking of importance, thus standing out the relevance and efficiency of adaptative teaching procedures.

Han et al. (2020) in their article called “Analysis of Extension Strategies for Improving Adaptive Teaching Ability of College Teachers” highlight the importance of evaluating teachers’ capability of adapting to different academic situations with their students, even propose an algorithm that allows mayors to evaluate their employees with the necessary standards which guarantee the effectiveness of teaching process.

At talking about an adaptative or tailored teaching process, it is considerable to mention this procedure is a Student-Centered approach. Then, some cognitive profiles can be identified by the Felder- Silverman considerations just as: “active/reflective learners, sensing/intuitive learners, visual/verbal learners, and sequential/global learners.” As it is mentioned in the article “Adaptive Teaching: An Effective Approach for Learner-Centered Classrooms” written by Haddad and Kalaani (2020).

On the other hand, the article related to Adaptative Teaching for General Certificate of Secondary Education (GCSE) and a level of classical literature by British Coe and Hunt (2022), where expresses an example of the effectiveness of the adaptative teaching process for reading by guiding students through different tasks like visualization of images related to the passage, contextualizing the reading, reading with active participation and evaluating the reading done. These activities take into account the learning styles such as visual, auditive, and kinesthetic.

Moreover, a study carried out in Arab universities by Zakarneh (2022) highlights the significance of recognizing the individual differences of students, and how the creation and

development of the adaptative teaching method can help educators understand the cognitive profiles, evaluate the strengths and weaknesses to increase the motivation and performance.

In addition, a study developed by Adewusi et al. (2023) related to adaptive teaching strategies, exposed a comparative analysis between Nigeria and the United Kingdom due to the different educational approaches and challenges faced in education, concluding that understanding local needs and diverse cultural sensitivities are fundamental foundations for implementing adaptative teaching strategies.

Schipper et al. (2023) in their article “Dealing with the complexity of adaptive teaching through collaborative teacher professional development” discuss the conceptual work of Dewey and Schon referring to the roots of thoughtfully adaptive teaching in reflection centered on the process of standardizing the instructors’ procedures where two ways appear where the first program focuses on the teacher adaptations to practice in the classroom; meanwhile, the second one encourages educators through coaching them to develop strategies with an adaptative teaching approach.

Connected to the previous article, the other one redacted by Djalilova (2023) in Russia, reveals that teachers are found to be challenged to evaluate the students' knowledge and constantly modify the methodology and approach applied during classes to enhance the student’s strengths, the importance of keeping in touch with modern teaching techniques is also highlighted due to the virtuality the world has been passing by during COVID-19 pandemic.

Into the bargain, Kosharna et al. (2023) in their journey “An Adaptative System of Teaching a Foreign Language to Students of Pedagogical Specialties: European Experience” explain the vital action of keeping in mind the student's needs, capabilities, and knowledge to enhance language acquisition for any language according to the specialty students has; due to the

relevance of the conclusion of the study which reveals not only that students shown to be motivated to learn any language but also the levels of knowledge, skills, language abilities that increased while adapting the teaching process to their cognitive profiles identified as patterns.

According to findings published in the “Adaptative Teaching Call for Adaptative Instructional Research” article, developed by Dumont et al. (2024) giving consideration not only to students' needs, capabilities, and strengths but also to the pedagogical investigations in order to reach heterogeneity which is the main goal of the adaptative teaching process, despite the challenges this process struggles with.

***Latin-America studies related to adaptative teaching practice.***

Meanwhile, the guided work plan elaborated in Bolivia in the Evangelical Institution Salvation Army by Castillo (2019) emphasizes the significance of learning through a practice based on the application of multiple intelligences, as a result, 30 students learned English in a fun and pleasurable way with the use of varied materials and games and demonstrated their knowledge by asking questions to sister Mary, the USA volunteer who came to the institution.

Martínez et al. (2019) in their monographic work “Creative and Innovative Activities or Dynamics to Teach Grammar in First Grade Children in Primary School Angélica Mongrio, San Juan of Nicaragua, Rio San Juan Department, 2019” demonstrated that during classes students do not feel motivated due to the low understanding of English grammar and this factor influence their scores. However, the authors emphasize the vital role of creative and innovative activities in the teaching-learning process to increment students' motivation and cognitive knowledge.

UTESA, a university in the Dominican Republic, Tavarez and Herrera (2020) developed a research based on the level of reading comprehension which highlights this practice as an indispensable part of the study of a foreign language due to the acquisition and absorption of

knowledge coming from unknown vocabulary that students identify and look up in a dictionary for the meaning. Likewise, teachers have to know the relevance of an interactive process to guide and build a solid background.

From another point of view, Trejo (2021) in his thesis “The Multiple Intelligences as an Approach to Improve ESL Writing in Students of Elementary Level at San Ignacio de Loyola University” in Peru, demonstrated that activities based on each Multiple Intelligence were efficient as a comparison to the traditional ones incrementing the motivation and interest in 50 students that manifested different tendencies in each one and recommends teachers use the different techniques and tools to guide an efficient education.

***National studies related to adaptative teaching practice.***

Moreover, in the “English as a Foreign Language Instruction in Ecuador: Implementation of the Content and Language Integrated- Learning during 2019-2021” article by Villafuerte (2021) mentions that since the educative policies suggest that methodologies must be centered on content and foreign languages, this study was applied on 70 English instructors, results shown differences between public and private educators about institutional methodologies and policies, those are connected to the internet connection during COVID-19 pandemic period.

Additionally, the investigation project developed in the Ecuadorian Coast Zone, made by Carabajo et al. (2020) aimed to find new resources for English instructors for colleges mentions these resources’ adaptation to students’ needs based on surveys applied to students and teachers in order to know both perspective parts. This illuminates us to know that there are educators in Ecuador context looking for a better education in the country.

In the current Ecuadorian environment, there are some bilingual institutions; therefore, it is essential to mention the effect of the CLIL (Content and Language Integrated Learning) Model

as a support to the content adaptation to students; in fact, the article “Bilingual education in a CLIL context, an intervention proposal in Ecuador.” written by Andrade et al. (2020) mentions English teacher must work together with content teachers as a cooperative development of the class to go over the language struggling existing in Ecuador.

In the study called: “Enhancing English in Ecuador: Exploring Korean English Educational Policy Innovations” developed by Espinar (2021), it is explained that educative policies must be adapted to students’ needs as one of the strategies to solve the troubles proposed by international education trends, which recognize the modernization and development of English importance. However, it is essential to possess the collaboration of the educators in order to increase their quality of teaching.

Actually, another study called “EFL Teachers’ Perceptions on Using Pedagogical Modules in Ecuador: A Focus Group Interview” by Alvarez and Guevara (2021) mentions the instructors’ perception related to the book provided by the government of public academic institutions, where it is highlighted the real contextualization that allows students to get effectively the knowledge required, however, the connections between a topic to the next one are not highly matched, thus representing a disorganization in the book; meanwhile, this is one of the principal resources in Ecuador, makes students lose the procedural knowledge, leading them into confusion and frustration.

Considering all these previous studies developed around the world, including Ecuador, is important to identify different aspects at the moment to apply the Adaptive teaching process just like the adaptation of the instruction, in addition to specific concepts appreciated by the pedagogical and psychological background, while considering the legal aspects in the current country where this study has been developed. These aspects and concepts are specified below.

## **Theoretical Basis**

At this point, it is essential to identify the necessary information existing across the time to support the basis, and purpose of the fulfillment of the main objective which is to explore how potentially tailored teaching practice can be considering the variables and adaptations according to the cognitive profiles that can be found in the real and current situation in a zone from Ecuador. Some key information will be acquired from sources as theories to allow readers to comprehend this study's relevance, and to interpret the Santa Elena reality.

### ***Concepts.***

There are many concepts that would prepare this study to establish structured profiles in the subjects where these results could be applied; then, the relevant theory that could be recalled is the Multiple Intelligences Theory developed by Howard Gardner (1983) in the book “Frames of Mind.”

As well as the Multiple Intelligences Theory, it is appropriate to mention the Cognitive Preferences Theory in addition to the theory of learning styles with the test elaborated by Flaming and Baume (2006) named VARK model (from the acronym Visual, Auditory, Reading and Writing, and Kinesthetic learners), these together, explain how the mind processes information acquired from external stimulus and how it could improve the teaching-learning process.

### ***Multiple intelligences Theory.***

In the book “Frames of Mind” by Howard Gardner, he presents a position in defense that intelligence is not one and only thing but is built up by nine different intelligences that are integrated into the individual’s mind as capabilities and strengths. While considering these

multiple intelligences, habits of an individual's life are identified and used in favor of learning practice enhancement.

***Learning styles theory.***

Neil Fleming and David Baume established a model called VARK in order to specify the key profiles found among students based on the way they get and process the content they are taught. This model's name came from the acronym: Visual, Auditory, Reading/writing, and Kinesthetic learners.

Where Visual are students who learn through seeing; Auditory are those who learn by Listening, Reading, and Writing learners are those who gain an understanding of the content through these kinds of activities, and finally, kinesthetic who are effective in learning by doing or elaborating things with their hands.

This model was created in response to instructors' observations who were not teaching all of their students based on the success some of them had and others did not. Likewise, this model possesses a questionnaire that allows both teachers and students to understand the way they learn. The explanation of each learning style appears below to contextualize it better.

students' minds.

***Differences between Learning styles and cognitive preference theories.***

Learning Styles and Cognitive Preferences are collective thoughts or knowledge recognized by educators with a pattern identified among students during the teaching-learning process. However, Williams (1975) following Gardner's influence in their context, aims to be concerned with cognitive styles viewed as cognitive preferences, then, illustrating the cognitive preferences manifest by their own with different abilities rather than abilities themselves. Then,

many strategies can be evoked by identifying these cognitive preferences related to habits and experiences by following innate ways of the brain's tendency to work.

### **Psychological Basis**

The main focus of this research is principally related to Psycho-pedagogy, which is the connection between psychological and pedagogical practices in teaching-learning procedures. Then, clarifying other theories related to the way students' mind processes information at learning is vital, concepts such as cognitivism which was firstly planted by Piaget (1972), and mental processes occurring within students' minds during language learning.

#### ***Cognitivism.***

In his book called "The Psychology of Intelligence", Jean Piaget (1972) explains his theory of cognitive development, which describes the way children learn and grow, due to his belief that intelligence evolved while children are growing, he identified four development stages.

Sensorimotor, to children from birth to 2 years old; they learn about the world through their senses and motor abilities; Preoperational (Children from 2 to 7 years old) is the beginning of developing symbolic thought and language; Concrete operational (from 7 to 11 years old) the beginning to think logically about concrete objects and events; and the last one is the Formal operational stage (from 11 years old and up) the develop the ability to think abstractly and hypothetically.

#### ***Mental processes.***

Based on William James's (1890) book called "Principles of Psychology" there are mental or cognitive processes as complex phenomena influenced by the brain. He established the mental state sets some bodily changes just as heartbeat, glands, blood vessels, and more.



The mental processes mentioned in this book are Perception, which is the process of the brain interpreting the information received from the senses; Memory related to the brain experiences; Recollection, linked to brain damage; Association, with the ability to connect ideas; Reasoning, to the ability to concluding and understanding; Volition, that connects the feelings and emotions to the nervous system; and lastly, Imagination, which involves feelings, conviction, and beliefs.

### **Pedagogical Basis**

The pedagogical basis of this research is based on constructivism, English as a foreign language, and language acquisition, where they together explain the pedagogical practice in order to allow students to get knowledge effectively without as much complication as possible.

#### ***Constructivism.***

Mcleod (2024) refers to constructivism as a learning theory that focuses on the active role of students in their learning process, not only in the absorption of information but also in the students' process of reflecting and building mental images of the information received, where students can learn and construct their knowledge through their experience in the interaction with the world.

#### ***English as a foreign language.***

The author Nordquist (2020) emphasizes that English as a Foreign Language (EFL) is related to people who are learning English in a country where it is not the dominant language. It is indispensable to understand that this is different from English as a Second Language (ESL) or English as an Additional Language (EAL) which is for those who practice English in the main English-speaking country. In addition, Kachru (1992), established another concept that is English

as a Native Language (ENL) which refers to the countries that use English as the first language despite the use of other tongues.

### ***Language acquisition.***

#### ***Language.***

According to Robins and Crystal (2024), language is a system of symbols employed for communication. It is used to express ideas, feelings, and information. Language can create art and literature.

#### ***Language acquisition theories.***

Different theories explain how humans acquire language and the following two theories are related to the research topic:

#### ***Behaviorism by Skinner***

Skinner (1968) in his book “The Technology of Teaching”, mentions that behaviorism or operant conditioning rewards or punishes behavior. The application of this theory in education, in the acquisition of language, especially in the English language, the teacher can reward students with extra points, stars, and certificates for good participation. This action can make the student want to excel and see the subject interesting. Likewise, when the teacher notices that students are making mistakes, the teacher can give them immediate feedback to correct this bad habit.

#### ***Interactionist by Bruner***

The book “Child's Talk: Learning to Use Language” created by Bruner (1983) mentions that the interactionist or input theory is the one that says that language exists for communication; moreover, language is learned and adopted through interaction with people. This theory is related to acquiring language through interaction; teachers adapt their linguistic behavior to support the

student during the learning process. An adapted process where the teacher supports the student in various ways according to their needs and abilities to facilitate this process can also be known as scaffolding.

### **Legal Basis**

For the development of this research, the Constitution of the Republic of Ecuador or CRE from 2008 which is currently in force, the main legal file in the country, is fundamental to support the permission to allow this study to be carried out successfully. Then, some articles from this important file are quoted below with the necessary information.

#### ***Constitution of the Republic of Ecuador***

La Constitución de la República del Ecuador (2008, Art. 26) menciona que la educación es importante y que todo el mundo tiene el derecho y la responsabilidad de recibirla. Es tarea del Estado asegurarse de que así sea para que los individuos, las familias o la sociedad sientan la igualdad y la inclusión durante el proceso de aprendizaje.

Además, el artículo 27 de la Constitución de la República del Ecuador enfatiza que la educación es esencial para el conocimiento y la construcción de una nación soberana. Se centrará en todas las personas y su crecimiento integral, respetando los derechos, el medio ambiente y la democracia. Será obligatoria, equitativa y de calidad, apoyando la equidad, la justicia, la solidaridad y la paz; a la vez que fomentará el pensamiento crítico, el arte, la actividad física y el desarrollo de habilidades.

Además de la justificación legal de este proyecto, el artículo 343 de la Constitución de la República del Ecuador, menciona que la educación debe tener como finalidad principal el desarrollo de las capacidades y potencialidades tanto individuales como colectivas, para promover el aprendizaje y la construcción y aplicación de conocimientos relacionados con las

técnicas, el saber, el arte y la cultura. Este artículo también identifica al estudiante como el principal sujeto centrado, entonces la educación debe estar acorde a varios valores como la flexibilidad, la inclusividad, la eficiencia y la dinámica con una visión intercultural basada en la geografía, la cultura y el idioma considerando el respeto a los derechos de las comunidades, pueblos y nacionalidades.

The articles mentioned above emphasize the significance of considering individual preferences since education is a fundamental right that needs to be taught equitably and adapted according to the cognitive preferences of each student. Furthermore, as education is considered a public service, the accessibility of teaching English becomes paramount. This fosters and promotes inclusion and social equity, regardless of the cognitive preferences of each student.

Chapter III is based on the methodological framework that includes the explanation of the method, the type of research, the description of the instruments employed, and the delimitation of the population for this study.

### **Chapter III:**

#### **Methodological Framework**

For the virtuous and honest procedure this research is aimed to possess, there are some values and concepts to be considered before seeking information in the real champ related to the methodology to be applied, such as the type of research, the technique used to collect the data, also the instrument, in addition to the type of questions to use in the way this research will perceive the context in the real educative environment. These concepts will be demarcated below.

#### **Methodology**

As Mehta (2023) mentions in her article, research methodology “refers to the systematic and scientific approach employed to collect, analyze, and interpret data for the purpose of answering research questions or testing hypotheses.” She also mentions some of the research methodologies just as quantitative research, qualitative research, mixed method, experimental method, and case study research.

#### ***Qualitative methodology.***

Based on the last concept, the methodology that was selected for the main purpose of this research is the qualitative methodology, which, according to Bhandari (2020), “involves collecting and analyzing non-numerical data to understand concepts, opinions, or experiences.” Thus, many qualitative methods can be mentioned as Observation, Interviews, Focus groups, surveys (with open-ended questions), and secondary research.

#### **Type of Research**

There are many kinds of research, and Juma (2023) highlights there are eight types of qualitative research including Action, Phenomenological, Ethnographic, Case study, Narrative

models, Grounded theory, Focus group, and Historical Research, these are used to allow researchers not only to comprehend a topic in-depth and from the perspective of the people involved but also to understand the meaning and significance of an experience, and get knowledge by a real context.

### ***Phenomenological studies.***

According to Trymata (2023), Phenomenology Qualitative Research could be defined as “a research approach that focuses on understanding and exploring Individual's lived experiences of a particular phenomenon” Thus, considering phenomenology goes beyond description for observable behaviors; it also delves into the subjective and personal meanings based on their experiences.

### **Data collection techniques**

Based on Manawis's (2023) article called: “A Short Guide to Data Collection Techniques,” data collection techniques “refer to methods used to collect and analyze different forms of data” Then, some techniques related to the qualitative approach of this research can be considered as options to choose, just like observation, interviews, focus group, social media monitoring, online tracking, surveys, and forms.

### ***One-on-one Interview***

Based on the article called “One-on-one interview FAQs” published on User Testing website (2024) this interview occurs when the moderator asks a contributor a series of questions related to behavior, attitudes, preferences, and experiences on a topic or item of interest which can be carried out in online or person way to build people, in the discovery phase of research to gather requirements, understand context, and determine needs.

## **Instrument**

According to teachers from Columbia University (n.d., p. 2), “a research instrument is a tool used to collect, measure, and analyze data related to research interests.” and connected to the qualitative approach of researches, can be used in sciences related to health, society, and education to assess patients, clients, students, teachers, and more; additionally, instruments such as interviews, tests, surveys, or checklist are considered here as instruments, being Interview as the chosen one to the development of this research.

## ***Questionnaire***

In academic research, according to Thomas (2023), “a questionnaire is a structured set of questions designed to collect information, opinions, attitudes, or behaviors from respondents” This instrument possesses the adaptability to make it suitable for investigating diverse research questions that could be related to education, psychology, social and other sciences.

## **Type of question**

Birt (2022) specifies there are fifteen types of questions such as closed, open, funnel, leading, recall and process, rhetorical, divergent, probing, evaluation, inference, comparison, application, problem-solving, affective, and structuring questions, which are related to both qualitative and quantitative researchers, then open-ended questions are going to be used to collect the necessary information for this study.

## ***Open-ended questions.***

This type of question, as Cullen (2023) mentions in her article, “encourage a full answer, rather than the simple “yes” or “no” response that is usually given to a closed-ended question” This time of question not only demands a complete answer but also more time to be answered with the information expected to be elicited.

### **Delimitation of the Population and/or Study Sample**

According to an article published in American Journal Experts (AJE) (2022), “delimitations are the boundaries that the researcher sets in a research study, deciding what to include and what to exclude” These delimitations allow researchers to narrow down the study providing manageability and relevance to the research goal.

#### ***Delimitation.***

Based on the previous concepts, and considering Ecuador as an extensive territory, the delimitation can be centered on one single institution placed on La Libertad, in Santa Elena province which is Unidad Educativa Fiscomisional “Americano” where the population this study is focused on are the English Teachers who according to the information provided by L. De la A. (personal communication, May 7, 2024) as the vice chancellor, there are approximately seven English Teachers for the huge institution built up by twenty-eight classes distributed to both morning and afternoon.

#### ***Sample.***

The subjects that generate curiosity for this research are English teachers for 9th-grade students (students between 14 and 15 years old) due to the evaluation of the multiple intelligences within students mind and how teachers take advantage of these cognitive capabilities and strengths for the English Language Acquisition in students since the multiple intelligences stimulation occurs in them from 2 up to 14 years old, as Gardner’s (1983) theory suggests.

For these reasons, the sample to be taken holds five teachers who correspond to the institution; however, in order to provide reliability to this research, there will be external sources



to be considered among this teacher group who are English teachers that have already worked in 9th grade during both current and previous academic periods.

The results of this interview applied individually to each teacher, will be analyzed, and explained in the next chapter by setting patterns between individuals interviewed to get a consistent answer with the fundamental information, in addition, it is recommended to take a look at the questionnaire attached on the Annexes Chapter.

## **Chapter IV:**

### **Results or Findings**

The interview applied to English teachers from the population established in the last chapter, which are six teachers from Unidad Educativa Fiscomisional Americano including an exchange teacher from Germany who is collaborating within the institution. The questions applied to the interview are in the Annexes Chapter, there are 10 items considering open-ended questions from these the results are going to be analyzed.

#### **Brief Explanation of findings.**

Based on the data interpretation, the interviewees' responses spotlight their perspective in a real environment where a variety of learners are involved and how they interact with the students' abilities and strengths. Allowing this research to perceive the real role of teachers in the teaching-learning process based on the student-centered approach while adapting the methodology and content to students in order to make smoother as possible knowledge acquisition in the Target Language which is English.

Despite the information required for this study to show the effectiveness of this adaptative procedure, the six teachers illustrated the complications this procedure possesses just like the time which is more demanding for the lesson plan and the application of the plan, however, some of them show to be easier to identify their students' cognitive profiles, based on that this research found students in some characteristic groups such as auditory, kinesthetics and visual learners, according to the VARK model, and learn by gamification and contextualization. Interpretation of bibliographic review.

On the other hand, despite not all teachers who were interviewed possess the necessary experience with this level of school, and these ages like 12 and 14 years, they know the proper

techniques for these students based on the short-term experience they have, such as gamification, contextualization and keeping the class joined to the real life.

### **Interpretation of bibliographic review**

As Annex B reveals, 10 questions were strategically planned to find out the real context within the “Unidad Educativa Fiscomisional Americano” institution, and the detections are going to be introduced below, according to the research expectations, thus presenting as extensive perception as possible.

1. Question number one was: **Do you have any experience with teaching English to 9th-grade students? How was it?** Once interviewing six English teachers from the institution, four of them illustrated their experiences and how constructive were it. This question sets the scholar level this study is centered on, providing the “9th-grade” context for the rest of the questions. Based on this question, the results show four of them had worked, or are currently working on this grade mentioned before, the other two teachers, however, mentioned their thoughts related to the techniques they would use with this level, and most of them mentioned Gamification, songs, and videos.
2. The second question was: **What content is commonly spared to 9th-grade students?** This question brings up the content, related to grammar, vocabulary, and skills, spared on the 9th graders in order to analyze the adaptation to be proposed in the next chapter with other conclusions and recommendations and begin to set some cognitive profiles among students. Then, some interviewees mentioned some topics such as simple present, adverbs of frequency, simple past, vocabulary, common expressions, and also action verbs in past, regular, and irregular verbs when students show to be in an A2 level, according to the Common European Framework of Reference (CEFR) standards. On the

other hand, they mentioned it is complicated to level students who come from other institutions where the level for this grade is A1.

3. The third question was: **In your opinion, is it essential to know about multiple intelligences? And why?** With this question, the project would obtain information about what teachers know related to Multiple Intelligences and their consideration within the teaching-learning process. Andrade et al. (2020) mentions English teacher must work together with content teachers as a cooperative development of the class to go over the language struggling existing in Ecuador. Effectively, some teachers mentioned the essential participation of multiple intelligences features in students based on how students feel better, confident, and easy to learn connected to the strategies and methodologies teachers apply in the course.
4. The fourth question mentions: **How complicated is it for you to identify the multiple intelligences your 9th-grade students possess?** Then, this research would obtain information about the diagnostic process at the beginning of the instruction in addition to the teachers' perception related to the complexity of Multiple Intelligences detection among their students. At this point, teachers established the perspective most matched to easily, considering the wide range of students they find in the real environment just like students with special needs. However, based on the facility, they infer when a student or a group of them are not learning effectively and seek the best way to facilitate knowledge acquisition, such as . et al. (2024) giving consideration not only to students' needs, capabilities, and strengths but also to the pedagogical investigations in order to reach heterogeneity which is the main goal of the adaptative teaching process, despite the challenges this process struggles with.

5. The fifth question considers: **How can you describe your 9th graders based on how they acquire knowledge?** This reveals the perception teachers have based on their experiences with their students and the connection they possess with them. Piaget (1972) describes the way children learn and grow, due to his belief that intelligence evolved while children are growing. As the results mention, teachers are tightly connected with their students, generating a safe environment where students confidently unravel producing their curiosity about the content they receive in classes and allowing them to ask questions without shyness which improves their learning process as a collaborative practice, even though when students are still recognized as kids and not as teenagers.
6. The sixth question asked was: **What features have you identified in your 9th-grade students according to the VARK Model? (The VARK model comes from the acronym of Visual, Auditory, Reading and Writing, and Kinesthetic learners).** The text next to the question contextualizes what is sought for this research, revealing cognitive profiles identified in students on this scholar level as the objectives suggest filling the main objective. Based on VARK model Flaming and Baume (2006) explain how the mind processes information acquired from external stimulus and how it could improve the teaching-learning process. Although the four learning styles were recognized, teachers highlighted the existence of visual and auditory learners, eventually, they mentioned some resources they commonly use just as videos and songs for receptive styles and games for productive ones as kinesthetic which are joined to the visual-spatial, musical, body kinesthetic intelligences.
7. In addition, the seventh question mentioned: **What do you know about the tailored or adaptative teaching process? Has this method changed the way you plan your**

**classes? The English level among your students increased?** These are set in one item for obtaining the information teachers have related to the method this research is centered on, how demanding this method is, and the effectivity related to the English level among the beneficiaries such as students. Espinar (2021) explains that educative policies must be adapted to students' needs as one of the strategies to solve the troubles proposed by international education trends, which recognize the modernization and development of English importance. However, it is essential to possess the collaboration of the educators in order to increase their quality of teaching and this study result aligns with the teachers' point of view, that this methodology is used on students with special needs. Likewise, it demands more time than a conventional lesson plan, and stimulation, but they presented their uncomfoting due to the overstimulation regular students receive in the same classroom; nevertheless, they perceived students' English levels increased when they adapted to any class.

8. Additionally, the eighth question asked says: **Have you ever adapted any class to your 9th-grade students' cognitive abilities? What adaptations? What was your attitude?** To know the teachers' experiences at adapting any class to regular students, what kind of adaptations they have ever applied, and additionally their performance at using this methodology. Alvarez and Guevara (2021) mention the instructors' perception related to the book provided by the government of public academic institutions, where it is highlighted the real contextualization that allows students to get effectively the knowledge required, however, the connections between a topic to the next one are not highly matched, thus representing a disorganization in the book; meanwhile, this is one of the principal resources in Ecuador, makes students lose the procedural knowledge,

leading them into confusion and frustration. In fact, fifty percent of the population have adapted their classes despite how demanding it is when students with special needs are involved in the class through games and the guidelines provided by the Ministry of Education; however, the individuals who had applied this methodology show a positive attitude, this is important to transmit good vibes withing the teaching-learning process to the students preventing both parts students and the teacher would get bored or exhausted.

9. The ninth question was **How helpful is it for you the application of activities based on students' multiple intelligences and learning styles?** To seek emotional values and perceptions that are within the teacher's role. Zakarneh (2022) highlights the significance of recognizing the individual differences of students, and how the creation and development of the adaptative teaching method can help educators understand the cognitive profiles, evaluate the strengths and weaknesses to increase the motivation and performance. Obtaining thus, positive perceptions related to the student's engagement, effective learning, and additionally the scores improvement by increasing student's engagement.
10. The last question was **What advantages and disadvantages have you found in adapting a class to students?** Allowing this research to appreciate not only the positive values of the main methodology as the point of interest but also the complications teachers have ever found. Consequently, the results mention there are more advantages due to the facility students find at learning the positive attitude by students and the improvement of scholar quality, and how interactive it is leading to some psychological aspects such as comfort, confidence, and satisfaction with the teaching-learning process, however, on the other hand, time seems to be the main problem, is set to the huge options

to adapt a class, in addition to the poor or lack of knowledge among teacher at the moment of adapting a class. In this case, Djalilova (2023) reveals that teachers are found to be challenged to evaluate the students' knowledge and constantly modify the methodology and approach applied during classes to enhance the student's strengths, the importance of keeping in touch with modern teaching techniques is also highlighted due to the virtuality the world has been passing by during COVID-19 pandemic.

Based on the results obtained from the interviews applied in the population mentioned in this chapter, some conclusions and recommendations can be introduced for allowing this study to provide information related to the solution referred to the problem cited in Chapter 1, which is singularly related to aspects such as students management, students involvement, likewise the boosting of English level among students, the same which are mentioned below.



## Chapter V

### Conclusions and Recommendations

#### Conclusions

This qualitative study conducted at “Unidad Educativa Fiscomisional Americano” highlights the interconnection between theory and practice as variables. The theory part aims at considering Multiple Theories, the VARK model as the psychological basis, and the tailored teaching practice as well in favor of increasing both knowledge and English level among 9th graders, where the practice mentioned boosts the strengths and addresses students’ needs following the constructivism values.

As the finality of categorizing the cognitive profiles identified within the “Unidad Educativa Fiscomisional Americano” it can be mentioned that 9th graders seem to be visual, auditory, and kinesthetic learners while raising linguistic intelligence with different practices, as the English teachers mentioned they recognized during the diagnostic part of the instruction in order to know the best way of increasing not only students’ English level but also their motivation, and acceptance of different activities which demonstrate how valuable tailored teaching practice is.

This research project spotlights these institutional teachers possess the ability to adapt any content to whatever kind of cognitive profile among students as the interview outcomes suggest by their perception of the level of complexity and simplicity related to this methodology that some of them have been applying until the current era; contents that are aligned to an A2 English level based on the CEFR suggestions, such as familiar topics, basic personal information, shopping, places, and work, apart from language skills.

## **Recommendations**

This study proposes the Tailored Teaching method or approach as an effective practice that considers both cognitive preferences related to multiple intelligences and the VARK model due to the harnessing of students' strengths for boosting both knowledge and English level it represents. By approaching students' abilities, students can present a sense of comfort which delivers serotonin and dopamine, hormones related to happiness and satisfaction, and a sense of self-esteem among students while noticing they are actually learning and getting the outcome required by the institution.

This study also presents the diagnostic part of the instruction as relevant to teachers to obtain the cognitive profiles of students to think in the activities that could engage, encourage, and enhance their English level. However, in case it represents any complex level, teachers should inform to DECE department (Departamento de Consejería Estudiantil for its acronym in Spanish) likewise to the UDAI (for acronym of Unidad de Atención Integral) to obtain the patterns in the classroom to know what kind of learners are involved in the classroom to get the necessary information to adapt a class to students needs and preferences for not regular students.

As a practical recommendation that can be applied within the class procedure, considering the profiles identified at “Unidad Educativa Fiscomisional Americano” some activities and resources can be mentioned for boosting students' abilities as teachers have been doing so far: For auditory learners, lectures, podcasts, conversations, and music. For visual learners, activities involve flashcards, diagrams, maps, realia, and videos. For kinesthetic learners, roleplay, hands-on activities, and gamification. As the main intelligence to be perfected is the linguistic one, it is vital to add activities that include language skills as outcomes for students learning, such as storytelling, poems, dialog creation, reading analysis as well.

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## Annexes

Annex A: *Certified Anti-Plagiarism System.*

La libertad, Junio 17, 2024

### **Certificado Sistema Anti-Plagio**

En calidad de tutora del Trabajo de Integración Curricular denominado “Exploring Cognitive Preferences for English Language Acquisition through Tailored Teaching Practice” elaborado por los estudiantes Garzón Reyes Melanie Dayanara y Neira Ormeño Irving José de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 2 % de la valoración permitida, por consiguiente se procede a emitir el informe, para proceder a la revisión por parte del especialista.

Atentamente,

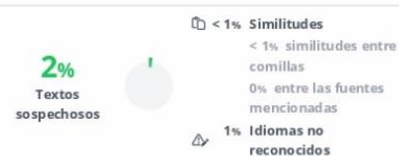


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García Villao Rosa Tatiana, MSc.

TUTOR

# Thesis -PINE 8.1- Garzón Reyes y Neira Ormeño



**Nombre del documento:** Thesis -PINE 8.1- Garzón Reyes y Neira Ormeño .docx  
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**Tamaño del documento original:** 132,18 kB






**Depositante:** ROSA TATIANA GARCÍA VILLO  
**Fecha de depósito:** 14/6/2024  
**Tipo de carga:** interface  
**fecha de fin de análisis:** 14/6/2024

**Número de palabras:** 9183  
**Número de caracteres:** 62.441

Ubicación de las similitudes en el documento:



## Fuentes con similitudes fortuitas

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 <b>pirhua.udep.edu.pe</b> <a href="http://pirhua.udep.edu.pe/bitstream/11042/4718/2/MAE_EDUC_FILE-L_032.pdf">http://pirhua.udep.edu.pe/bitstream/11042/4718/2/MAE_EDUC_FILE-L_032.pdf</a>	< 1%		Palabras idénticas: < 1% (19 palabras)
2	 <b>files.eric.ed.gov</b> <a href="https://files.eric.ed.gov/fulltext/EJ1311546.pdf">https://files.eric.ed.gov/fulltext/EJ1311546.pdf</a>	< 1%		Palabras idénticas: < 1% (16 palabras)
3	 <b>link.springer.com</b>   Dealing with the Complexity of Adaptive Teaching through Coll... <a href="https://link.springer.com/chapter/10.1007/978-3-031-31678-4_32">https://link.springer.com/chapter/10.1007/978-3-031-31678-4_32</a>	< 1%		Palabras idénticas: < 1% (10 palabras)
4	 <b>chakinan.unach.edu.ec</b>   EFL TEACHERS' PERCEPTIONS ON USING PEDAGOGICAL M... <a href="https://chakina.unach.edu.ec/index.php/chakinan/article/view/480">https://chakina.unach.edu.ec/index.php/chakinan/article/view/480</a>	< 1%		Palabras idénticas: < 1% (11 palabras)

Annex B: *Questionnaire*.

**“Exploring Cognitive Preferences for English Language Acquisition  
through Tailored Teaching Practice”**

**Population: 6 English Teachers** (5 English Teachers from Unidad Educativa Fiscomisional Americano and 1 English teacher from the Exchange Program as an external source).

**Sample:** 6 English Teachers, including the 1 external source.

1. Do you have any experience with teaching English to 9th-grade students? How was it?
2. What content is commonly spared to 9th-grade students?
3. In your opinion, is it essential to know about multiple intelligences? And why?
4. How complicated is it for you to identify the multiple intelligences your 9th-grade students possess?
5. How can you describe your 9th graders based on how they acquire knowledge?
6. What features have you identified in your 9th-grade students according to the VARK Model? (The VARK model comes from the acronym of Visual, Auditory, Reading and writing, and Kinesthetic learners)
7. What do you know about the tailored or adaptative teaching process? Has this method changed the way you plan your classes? The English level among your students increased?
8. Have you ever adapted any class to your 9th-grade students' cognitive abilities? What adaptations? What was your attitude?

9. How helpful is it for you the application of activities based on students' multiple intelligences and learning styles?
10. What advantages and disadvantages have you found in adapting a class to students?

## Annex C: Letter of permission to the institution.

La libertad, jueves 9 de mayo de 2024



Ing. William Amador Núñez De La Cruz, MSc.

RECTOR UEF AMERICANO

En su despacho. -

**RECIBIDO  
VICERRECTORADO**

10 MAY 2024

HORA

MSc. Leandro De La A. D.  
VICERRECTOR U.E. FISCOMISIONAL AMERICANO

De nuestras consideraciones:

Reciba un cordial y atento saludo de los estudiantes Universitarios de la Carrera PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS que cursan el Octavo Semestre de la Prestigiosa UNIVERSIDAD ESTATAL PENÍNSULA SANTA ELENA.

La presente tiene la finalidad de solicitar a usted muy respetuosamente permita realizar una entrevista a los docentes del Área de Inglés de su prestigiosa Institución Educativa. Nos encontramos en el proceso de elaboración de Tesis y consideramos de mucha importancia realizar esta actividad con su excelente equipo de docentes.

Esperando una respuesta favorable, nos despedimos de usted deseando éxitos y Bendiciones en su vida personal y laboral.

Melanie Dayanara Garzón Reyes  
C.I. 0928226653

Irving José Neira Ormeño  
C.I. 2450171950

M. VICERRECTOR  
S. VICERRECTOR  
VICERRECTOR  
VICERRECTOR



9-05-2024  
9:13

**RECIBIDO  
VICERRECTORADO**

10 MAY 2024

HORA

MSc. Leandro De La A. D.  
VICERRECTOR U.E. FISCOMISIONAL AMERICANO



**FACULTAD DE CIENCIAS  
DE LA EDUCACIÓN E IDIOMAS**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS  
NACIONALES Y EXTRANJEROS**

Oficio No. 138-PINE-2024

La Libertad, 13 de mayo de 2024

Ingeniero  
William Nuñez De la Cruz, MSc.  
RECTOR DE LA UNIDAD EDUCATIVA AMERICANO  
En su despacho. -

De mi consideración. -

Por medio del presente, reciba un cordial saludo, por parte de quienes formamos parte de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para posteriormente exponerle lo siguiente.

Los estudiantes de octavo semestre, Sr. Irving José Neira Ormeño y Srta. Melanie Dayanara Garzón Reyes, actualmente se encuentran en desarrollo de su proyecto de tesis cuyo tema está relacionado a técnicas de enseñanza de Idiomas Inglés, "Exploring Cognitive Preferences for English Language Acquisition through Tailored Teaching Practice".

Por lo expuesto, solicito su autorización para que los estudiantes puedan acceder a la recolección de datos relevantes mediante entrevistas a docentes en la Institución bajo su dirección, información que será de utilidad para el desarrollo de su trabajo de investigación, previo a la obtención del título como Licenciados en Pedagogía del Idioma Inglés.

En espera de su aceptación a nuestro petitorio quedo de usted muy agradecida

Atentamente,

Ing. Eliana León Abad, MSc.  
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

Cc. archivo.

*[Signature]*  
Lic. Psic. Arnaldo Montenegro A.  
Reg. 1023-15-1410857  
13/05/24

**RECIBIDO  
VICERRECTORADO**  
13 MAY 2024 HORA  
*[Signature]*  
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**UPSE**



## Annex D: Interviews transcript.

**Table 1***Results of the Interview. Part 1*

<i>RESULTS OF THE ANSWERS TO THE QUESTIONNAIRES</i>	<i>1. Do you have any experience with teaching English to 9th-grade students? How was it?</i>	<i>2. What content is commonly spared to 9th-grade students?</i>	<i>3. In your opinion, is it essential to know about multiple intelligences? And why?</i>
INTERVIEWEE 1	<ol style="list-style-type: none"> <li>1. Yes, I do.</li> <li>2. It's been a really nice experience</li> <li>3. They are like a sponge, I like it.</li> </ol>	<ol style="list-style-type: none"> <li>1. In private institutions, students are A2 level</li> <li>2. Topics are related to simple past, vocabulary, common expressions and also action verbs in past, regular, and irregular verbs.</li> <li>3. In public, we use levels like A1.</li> </ol>	<ol style="list-style-type: none"> <li>1. It was really useful for all teachers.</li> <li>2. It's easy for us as teachers what kind of strategies or methods we are going to use for those students.</li> <li>3. It's hard but I think it's really essential for everybody nowadays in the education of course</li> </ol>
INTERVIEWEE 2	<ol style="list-style-type: none"> <li>1. I didn't teach in 9th grade yet.</li> <li>2. I don't have a lot of experience.</li> </ol>	<ol style="list-style-type: none"> <li>1. They already learn all the tenses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Yeah, I think so</li> <li>2. Everyone learns differently and everyone has a different way of learning.</li> </ol>
INTERVIEWEE 3	<ol style="list-style-type: none"> <li>1. I don't have experience</li> </ol>	<ol style="list-style-type: none"> <li>1. Videos or visual arts</li> </ol>	<ol style="list-style-type: none"> <li>1. Yes in my view is crucial</li> </ol>

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INTERVIEWEE 4	<p>2. I don't have experience in that grade.</p> <p>1. Yes. I do.</p> <p>2. It was one of my challenges. I usually don't work with those kinds of levels. It was a very amazing challenge because they are very Kiddy.</p> <p>3. They love to learn playing.</p>	<p>1. The simple present tense.</p>	<p>the teacher must have a knowledge about multiple intelligence.</p> <p>1. Yes, that's the only way we should to identify teach in the better and the best way of them.</p>
INTERVIEWEE 5	<p>1. Yes, I do.</p> <p>2. It was a challenge for me</p>	<p>1. The simple present</p>	<p>1. Yes, and I think that the teacher must apply different activities that can catch student's attention.</p>
INTERVIEWEE 6	<p>1. Yes, I have experience.</p> <p>2. It was great,</p>	<p>1. The verb to be.</p> <p>2. I remember daily routines, how to read the watch, and adverbs of time too.</p>	<p>1. Yes, all kids are not the same, some kinds are smarter in some areas.</p> <p>2. some of them are so smart for math, and others would</p>

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be in reading, speaking, no one has all the talents.

**Table 2**

*Results of the Interview. Part 2*

RESULTS OF THE ANSWERS TO THE QUESTIONNAIRES	4. How complicated is it for you to identify the multiple intelligences your 9th-grade students possess?	5. How can you describe your 9th graders based on how they acquire knowledge?	6. What features have you identified in your 9th-grade students according to the VARK Model? (The VARK model comes from the acronym of Visual, Auditory, Reading and writing, and Kinesthetic learners)
INTERVIEWEE 1	1. It's not really complicated.	<ol style="list-style-type: none"> <li>1. They are like a sponge</li> <li>2. The challenge for teachers is the learning or the knowledge they acquire they should practice, develop, and improve.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students prefer to listen and complete it.</li> <li>2. Other people love singing OK</li> <li>3. We can dance the song as well so we can mix alright and so my students love that.</li> </ol>
INTERVIEWEE 2	1. Very challenging	<ol style="list-style-type: none"> <li>1. The 9th grade are still a kid</li> <li>2. You don't want to just say that hear the teacher talking.</li> </ol>	<ol style="list-style-type: none"> <li>1. They don't learn like just visually, they are different, and you need to adapt the levels to them.</li> </ol>

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INTERVIEWEE 3	<ol style="list-style-type: none"> <li>1. Is not so complicated.</li> <li>2. I consider that this is not challenging.</li> </ol>	<ol style="list-style-type: none"> <li>1. They acquire knowledge.</li> </ol>	<ol style="list-style-type: none"> <li>2. In Germany, they are more independent and more free in the way of their build the comes do they want to do.</li> <li>1. Introversion and extroversion</li> <li>2. reading, writing and kinesthetic.</li> <li>1. They love to watch whatever you create</li> <li>2. Students learn some vocabulary from the people who is talking on the video.</li> </ol>
INTERVIEWEE 4	<ol style="list-style-type: none"> <li>1. It could be a very big problem for us.</li> </ol>	<ol style="list-style-type: none"> <li>1. They are very kiddy, they are very very small kids.</li> </ol>	<ol style="list-style-type: none"> <li>3. They get some vocabulary from the music.</li> <li>4. Students learn drawing or painting.</li> </ol>
INTERVIEWEE 5	<ol style="list-style-type: none"> <li>1. It was a little bit complicated, at the beginning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students acquire knowledge through games.</li> <li>2. Through games,</li> </ol>	<ol style="list-style-type: none"> <li>1. Visual learners, there are a lot of students who like learning by images,</li> </ol>

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INTERVIEWEE 6	1. It is not too complicated.	repetition for vocabulary.  1. They are too young, so they learn better with songs or something dynamic.	pictures, they need to see. 2. Songs 3. They learn through songs and games.  1. They are on-hands. Maybe with some videos.
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**Table 3***Results of the Interview. Part 3*

<i>RESULTS OF THE ANSWERS TO THE QUESTIONNAIRES</i>	<i>7. What do you know about the tailored or adaptative teaching process? Has this method changed the way you plan your classes? The English level among your students increased?</i>	<i>8. Have you ever adapted any class to your 9th-grade students' cognitive abilities? What adaptations? What was your attitude?</i>	<i>9. How helpful is it for you the application of activities based on students' multiple intelligences and learning styles?</i>
INTERVIEWEE 1	<ol style="list-style-type: none"> <li>1. I have a lot of experience of adaptive and teaching classes</li> <li>2. Adaptive teaching process changes the way I plan my classes yes, a lot</li> <li>3. Of course students who are really applying for adaptive processes or adaptive topics, they are gonna increase the level.</li> </ol>	<ol style="list-style-type: none"> <li>1. My attitude at the beginning was like more work as a teacher.</li> <li>2. It's a new challenge let's do it.</li> <li>3. I've adapted, in cognitive abilities of course</li> <li>4. Adaptation 2 and Adaptation 3</li> <li>5. Adaptation #2 because you just decrease the amount of content.</li> <li>6. Adaptation #3 as done as well, I change the level of the students it could be in the same level of classroom.</li> </ol>	<ol style="list-style-type: none"> <li>1. It's helpful for some moments but not for the whole class.</li> <li>2. I try to mix all the activities involved in the same classes and it's really helpful.</li> </ol>

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INTERVIEWEE 2	<ol style="list-style-type: none"> <li>1. I would say it's more work for the teacher.</li> <li>2. I cannot answer if the English level increase because I didn't have experience with that.</li> </ol>	<ol style="list-style-type: none"> <li>1. I don't know.</li> </ol>	<ol style="list-style-type: none"> <li>1. I guess it shows me more how the like individuals.</li> <li>2. I think is also more important to grade them on their own progress.</li> </ol>
INTERVIEWEE 3	<ol style="list-style-type: none"> <li>1. Nowadays there are plenty of strategies, methods</li> <li>2. They allowed to tailor to many different variety of techniques</li> <li>3. The outcome results is going to be the best</li> <li>4. Outcomes are going to be goods.</li> </ol>	<ol style="list-style-type: none"> <li>1. I have to tailored the lessons when the student is a kind of special that means that they are involve in help</li> </ol>	<ol style="list-style-type: none"> <li>1. It's really helpful</li> <li>2. When you apply this kind of strategy your students are going to feel much better</li> <li>3. They feel that you are interested in each one</li> <li>4. is strategic when they have the correct content for each student.</li> </ol>
INTERVIEWEE 4	<ol style="list-style-type: none"> <li>1. The only one I know it's a special form to teach for special students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Surely, never.</li> </ol>	<ol style="list-style-type: none"> <li>1. I love to play a lot into the classroom.</li> <li>2. I love when my students ask me whatever they want.</li> </ol>

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INTERVIEWEE 5	<ol style="list-style-type: none"> <li>1. I just know a little.</li> <li>2. I try to investigate, and apply the better way students can learn.</li> <li>3. Yes, I think students can increase their English knowledge.</li> </ol>	<ol style="list-style-type: none"> <li>1. I had apply that but I don't remember exactly what were the adaptations.</li> <li>2. I am constantly changing all the time.</li> <li>3. My attitude always is going to be positive.</li> </ol>	<ol style="list-style-type: none"> <li>3. They will be really interested.</li> </ol>
INTERVIEWEE 6	<ol style="list-style-type: none"> <li>1. In every topic we adapt the content.</li> <li>2. Yes, because it's not the same doing some activities, maybe with plastiline or something that is inside of the class.</li> <li>3. Yes, Their knowledge is better every day.</li> </ol>	<ol style="list-style-type: none"> <li>1. We have to adapt to each course according to their abilities, the main goal is to keep them focused and they need to narrow each single topic of the class.</li> </ol>	<ol style="list-style-type: none"> <li>1. It's helpful and useful for all the teacher.</li> </ol>

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**Table 4***Results of the Interview. Part 4*

<i>RESULTS OF THE ANSWERS TO THE QUESTIONNAIRES</i>	<i>10. What advantages and disadvantages have you found in adapting a class to students?</i>	<i>Link to the evidence</i>	<i>Time for the Interview</i>
INTERVIEWEE 1	<ol style="list-style-type: none"> <li>1. Advantages: it's really useful for teachers, students are gonna be involved in the learning process, we are inclusive alright.</li> <li>2. In disadvantage we have a lot of, first the lack of knowledge from teachers, some teachers don't know how to act in front of those people, could be that teachers takes more time to prepare, cannot control the whole group, and when they have more</li> </ol>	<a href="#">Interviewee 1.mp3</a>	12 minutes and 49 seconds

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INTERVIEWEE 2	<p>than one student with those kinds of adaptation it's gonna be really hard.</p> <ol style="list-style-type: none"><li data-bbox="565 449 803 688">1. The advantages are that you can work with them individually.</li><li data-bbox="565 701 803 856">2. Disadvantage, it is a lot of work for teacher.</li></ol>	<a href="#">Interviewee 2.mp3</a>	10 minutes and 25 seconds
INTERVIEWEE 3	<ol style="list-style-type: none"><li data-bbox="565 869 803 1066">1. One of the pro is that the student can get better qualification.</li><li data-bbox="565 1079 803 1696">2. A disadvantage maybe when they need to speak fluently maybe because the adaptive material is going to be a base when they need to develop a conversational skills.</li></ol>	<a href="#">Interviewee 3.mp3</a>	11 minutes and 50 seconds
INTERVIEWEE 4	<ol style="list-style-type: none"><li data-bbox="565 1709 803 1822">1. I did not adapted any class.</li></ol>	<a href="#">Interviewee 4.m4a</a>	13 minutes and 48 seconds

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INTERVIEWEE 5	2. One of the disadvantages is that you cannot apply them enough time for the rest of the students.	<a href="#">Interviewee 5.m4a</a>	12 minutes and 30 seconds
	3. One of the advantages is that you feel comfortable with your attitude and know what you should do.		
	1. There are more advantages than disadvantages.		
INTERVIEWEE 6	2. Students are going to be positive, they are going to be fun, cause they are going to love classes; they are going to feel they target all the things they want.	<a href="#">Interviewee 6.m4a</a>	10 minutes and 0 seconds
	3. Could be the lack of time, that is one of disadvantages.		
	1. Advantages are: they got		

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the idea of  
what they are  
learning.

2. Disadvantages  
could be it has  
too many  
ways to adapt  
any content  
for the class.
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