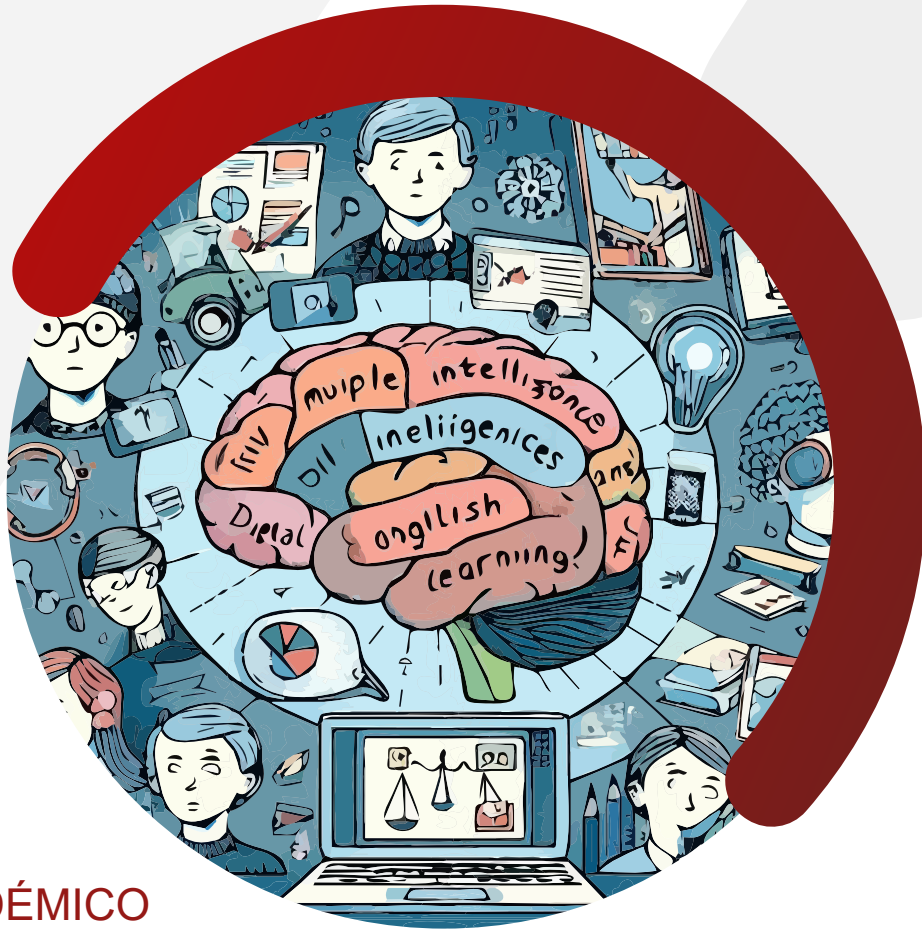




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“Las inteligencias múltiples en el aprendizaje del idioma inglés en la Unidad Educativa Suizo. Fase I”

Tema:

Las inteligencias múltiples en el aprendizaje del idioma inglés en la Unidad Educativa Suizo.

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Resumen:

Este artículo examina el impacto de la integración de planes de clase basados en las inteligencias múltiples en la destreza de escritura del idioma inglés de los estudiantes de la "Unidad Educativa Suizo". El estudio utilizó un diseño de pre-test y post-test para evaluar las habilidades de escritura de los estudiantes antes y después de la implementación planes de clase basados en actividades de escritura que incorporaron diversas inteligencias. Los resultados mostraron mejoras significativas en la distribución de calificaciones y puntajes promedio entre las evaluaciones de pre-test y post-test. Los hallazgos sugieren que el uso de estrategias de inteligencias múltiples influyó positivamente en las habilidades de escritura de los estudiantes, fomentando la participación y mejorando su desempeño general. Estos resultados resaltan el potencial de incorporar enfoques instruccionales diversos para promover el desarrollo efectivo de habilidades de escritura en contextos de aprendizaje de idiomas.

Palabras clave: inteligencias múltiples, desempeño de escritura, aprendizaje de idiomas, enfoques instruccionales, participación estudiantil.

Topic: Multiple intelligences to develop the writing skills of students at Unidad Educativa Suizo

Abstract:

This research article examines the impact of the application of lesson plans based on multiple intelligences on the writing skill of students from "Unidad Educativa Suizo." The study utilized a pre-test and post-test design to assess the students' writing skills before and after the implementation of Writing activities that incorporated various intelligences. The results showed significant improvements in the distribution of grades and average scores between the pre-test and post-test assessments. The findings suggest that the use of multiple intelligences strategies positively influenced students' writing abilities, fostering engagement and enhancing their overall performance. These results highlight the potential of incorporating diverse instructional approaches to promote effective writing skills development in language learning contexts.

Keywords: multiple intelligences, writing performance, language learning, instructional approaches, student engagement

Multiple intelligences to develop the writing skills of students at Unidad Educativa Suizo**Introduction**

English is considered a lingua franca which is why many countries have adopted it as part of their educational systems. In 2016, the Board of Education of Ecuador implemented a national curriculum which establishes that all secondary students should get a B2 level according to the Common European Framework of Reference for Languages. However, a report presented by the

English Proficiency Index, states that Ecuador scored 466 points over 800 in the last English proficiency exam, which means that the English level of Ecuador corresponds to A1-low proficiency level (EF Education First, 2022). Based on these results, it is important to identify the problems regarding learning English and find alternatives to improve the students' English level.

The deficient results in the learning process of English might be caused using traditional teaching methodologies which do not promote the use of English for real communicative purposes. Another reason is that most teachers plan their lessons without considering the different ways students acquire knowledge. In this context, in 2020 the Board of Education of Ecuador published a booklet that emphasizes the importance of the implementation of the Universal design for learning (UDL) in lesson planning, which is considered as a teaching approach to develop flexible learning environments in which information is presented in multiple ways, so all students achieve their learning goals (Cornell University, n.d.).

As a fundamental component of UDL, the theory of multiple intelligences offers a valuable perspective that enables educators to comprehend and effectively respond to the varied cognitive profiles exhibited by learners. Developed by Howard Gardner (1983), this theory expands the traditional notion of intelligence beyond linguistic and logical-mathematical aptitudes to include various other dimensions, such as spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal intelligences, among others. By integrating the principles of multiple intelligences theory within UDL educators can cultivate a dynamic and inclusive learning environment that harnesses the strengths and potentials of all students. The Ecuadorian Ministry of Education through its digital magazine (2023) emphasized that the Multiple Intelligences theory is fundamental to meeting all the learning needs and abilities by making instruction more accessible and inclusive.

Writing skills have traditionally been regarded as the most difficult and challenging productive English skill to master. Students who write in a second or foreign language setting frequently rely on their mother tongue to organize their ideas before translating them precisely into the target language (Shafiee et al., 2020). Moreover, writing in a foreign language is a skill that both teachers and students in Ecuador pay barely any attention to. Chen (2022) states that a limited portion of instructional time is dedicated to the development of writing skills. Writing tasks predominantly occur outside the confines of the classroom, wherein students often turn to external resources for assistance, emphasizing the final written output rather than the developmental process. It is frequently perceived as a mechanism for enhancing lexical or grammatical proficiency, rather than being recognized as a medium for effective expression and communication of ideas.

Throughout the implementation of this social project, it has been observed that students from "Unidad Educativa Suizo" consistently tend to lean on their native language as a means of structuring their thoughts and ideas before engaging in the exact translation process into the target language. Moreover, it is evident that they frequently seek external sources for aid and support, thus prioritizing the attainment of a polished final written output rather than placing significant emphasis on the iterative developmental stages of writing as a process.

Nevertheless, a potential solution to address this challenge and enhance students' writing abilities involves implementing strategies based on the theory of multiple intelligences. By incorporating activities and instructional approaches that cater to different intelligence types, such as linguistic, visual, interpersonal and intrapersonal intelligence, students can be provided with diverse

opportunities to develop their writing skills effectively while engaging their unique strengths and preferences.

Methodology

The population of this social project is made up of 127 participants from "Unidad Educativa Suizo." Among the participants, 66 were female, while 61 were male, representing a relatively balanced gender distribution. The participants were further categorized based on their educational levels, with 46 students enrolled in Basica Elemental, 67 students in Basica Superior, and 14 students in Bachillerato. This diverse sample allows for a comprehensive examination of the research objectives, as it encompasses students from different educational stages within the institution.

The assessment instruments utilized in this research study were developed based on the writing section of the Cambridge International Standardized tests for each proficiency level. These instruments were specifically modified to evaluate students' English writing skills. Furthermore, two writing tasks were created to mirror the exercises found in the forementioned tests.

For beginner-level students, their responses were evaluated by checking the accuracy of their answers. Intermediate-level students' responses, on the other hand, were assessed according to the established criteria for the writing section of the Cambridge International Standardized tests for their respective level. This assessment encompassed various aspects such as content, communicative achievement, organization, and language proficiency. Each response was assigned a score based on predefined standards, outlined in descriptor bands. Band 0 indicated the lowest performance, while Band 5 represented the highest level of writing proficiency. Furthermore, these scores were mathematically converted to align with the Ecuadorian scoring system, which ranges from 0 to 10 points.

The student evaluation took place within a specific classroom setting, where clear instructions were provided for each writing task. A time limit of 40 minutes was set for completion. Additionally, students were provided with necessary resources, such as paper and pens, to fulfill the requirements of the writing tasks.

Consequently, this research article presents the results obtained from the pre and post-tests, which include relevant tables and statistical analysis to illustrate the findings. Furthermore, an interpretation of the results will be provided, and conclusions will be drawn regarding the relationship between multiple intelligences and English writing skills among students from "Unidad Educativa Suizo."

Table 1

Pre-test general results

POINTS	FREQUENCY	AVERAGE
0 - 3	20	15,74%
4 - 6	49	38,60%
7 - 10	58	45,66%
TOTAL	127	100%

Note: This table shows the frequency and average of test takers' grades from the Pre-test on Writing.

Analysis and Interpretation

From the data, it is evident that the majority of the test takers fell into the range of 7-10 points, with a frequency of 58 individuals. This range represents the highest proportion of test takers at approximately 45.66% of the total participants. This indicates a notable number of students achieving a relatively higher level of proficiency in writing skills.

In the range of 4-6 points, there were 49 test takers, accounting for approximately 38.60% of the total participants. This suggests a significant portion of students achieving moderate scores, indicating a reasonable level of competence in writing. In contrast, the range of 0-3 points had the lowest frequency, with only 20 test takers falling within this category. This represents approximately 15.74% of the total participants. These scores indicate a lower level of proficiency and may reflect areas of weakness or areas where students need further improvement.

In conclusion, it can be inferred that the average grade would likely fall within the higher end of the scale, potentially indicating a reasonably proficient level of writing skills among the test takers. Furthermore, the data from the table suggests that a significant proportion of test takers achieved scores in the range of 7-10 points, indicating a higher level of proficiency in writing. Nonetheless, there is still room for improvement, as some test takers obtained scores in the lower ranges.

Table 2

Post-test general results

POINTS	FREQUENCY	AVERAGE
0 - 3	4	3,14%
4 - 6	29	22,83%
7 - 10	94	74,03%
TOTAL	127	100%

Note: This table shows the frequency and average of test takers' grades from the Post-test on Writing.

Analysis and Interpretation

The majority of test takers achieved scores within the range of 7-10 points, with a frequency of 94 individuals. This category represents approximately 74.03% of the total participants. This indicates a significant proportion of students demonstrating a higher level of proficiency in writing skills.

In the range of 4-6 points, 29 test takers obtained scores within this interval, accounting for approximately 22.83% of the total participants. This suggests a moderate proportion of students who achieved scores in this range, indicating a reasonable level of proficiency in writing.

Only a small number of test takers, specifically 4 individuals, received scores within the range of 0-3 points. This category represents approximately 3.14% of the total participants. While the number is low, it indicates that there is still a small proportion of students who may require additional support or improvement in their writing skills.

The results of the Post-test on writing demonstrate that a significant proportion of students achieved scores within the higher ranges, indicating a higher level of proficiency in writing. This suggests that the instructional interventions or strategies implemented have positively impacted the students' writing skills. However, further analysis and comparison with other measures or criteria

would provide a more comprehensive understanding of the students' growth and the effectiveness of the instructional intervention.

Product 3. Comparative report about students' writing skills (pre-test and post-test)

Table 3
Writing Activities General Results

POINTS	FREQUENCY		AVERAGE	
	PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
0-3	20	4	15,74%	3,14%
4-6	49	29	38,60%	22,83%
7-10	58	94	45,66%	74,03%
TOTAL	127		100%	

Note: This table shows the frequency and average of test takers' grades from the Writing activities applied.

Analysis and Interpretation

In the pre-test, a significant number of test takers (15.74%) scored in the range of 0-3, indicating a lower level of performance in writing. However, after implementing the Writing activities that incorporated multiple intelligences strategies, the post-test results showed a remarkable improvement. Only 4 test takers (3.14%) scored in the 0-3 range, suggesting a positive impact on their writing skills.

The range of 4-6 also exhibited a notable change. In the pre-test, 49 test takers (38.60%) fell within this range, whereas in the post-test, the number decreased to 29 test takers (22.83%). This indicates that the implementation of multiple intelligences strategies contributed to a considerable number of students advancing to higher grade ranges, signifying an improvement in their writing performance. The most significant progress was observed in the range of 7-10, representing the highest level of performance. In the pre-test, 58 test takers (45.66%) achieved scores in this range, and this number increased substantially in the post-test to 94 test takers (74.03%). This substantial improvement highlights the positive impact of integrating multiple intelligences strategies on students' writing skills.

These findings strongly suggest that the use of multiple intelligences strategies in the writing activities had a positive influence on the writing performance of students from "Unidad Educativa Suizo." The incorporation of various intelligences, such as linguistic, logical-mathematical, interpersonal, and intrapersonal, among others, provided diverse learning opportunities and enhanced engagement. This approach fostered the development of students' writing abilities, resulting in improved scores and a higher level of achievement.

In conclusion, the implementation of writing activities with the integration of multiple intelligences strategies demonstrated a significant positive impact on the writing performance of students from "Unidad Educativa Suizo." The utilization of these strategies effectively enhanced students'

engagement, motivation, and overall writing skills, leading to improved scores across all grade ranges.

Discussion

The contrast between the results of the study and the perspectives of other authors provides valuable insights into the use of multiple intelligences strategies to improve writing performance in the context of English language learning.

The findings of the current study demonstrate a significant positive impact of integrating multiple intelligences strategies in the Writing activities. The results indicate a clear improvement in the distribution of grades and average scores between the pre-test and post-test assessments. The implementation of various intelligences, such as linguistic, visual, interpersonal, and intrapersonal, enhanced students' engagement, motivation, and overall writing skills. These findings align with the perspective presented by the Ministry of Education of Ecuador, which emphasizes the importance of the Multiple Intelligences theory in meeting students' diverse learning needs and abilities.

The perspectives of other authors shed light on the challenges faced in English language learning in Ecuador. The low English proficiency levels, as indicated by the English Proficiency Index, highlight the need for alternative approaches to improve students' English skills. Traditional teaching methodologies that do not promote real communicative purposes and the lack of consideration for different learning styles are identified as contributing factors to the insufficient learning outcomes. The implementation of the Universal Design for Learning (UDL) is suggested as a means to create flexible learning environments that accommodate diverse learning preferences.

Furthermore, the authors point out that writing skills in English have been neglected in the educational context. Writing is often treated to enhance grammatical or lexical proficiency, rather than being recognized as a medium for effective expression and communication of ideas. Students frequently rely on their native language and seek external assistance in the writing process, focusing more on the final written output rather than the developmental stages. Considering these challenges, the integration of multiple intelligences strategies emerges as a potential solution. By incorporating activities and instructional approaches that address different intelligence types, students can engage in a more holistic and meaningful writing process. The use of linguistic, visual, interpersonal, and intrapersonal intelligence can provide diverse opportunities for students to develop their writing skills effectively. The integration of multiple intelligences strategies aligns with the goal of promoting inclusive and accessible instruction that caters to students' individual strengths and preferences.

Overall, the findings of the current study support the perspectives of other authors by demonstrating the positive impact of multiple intelligences strategies on writing performance. The implementation of these strategies offers a promising approach to enhance students' engagement, motivation, and overall writing skills, addressing the challenges observed in English language learning. Future research could further explore the specific effects of multiple intelligences strategies on different aspects of writing and investigate their long-term sustainability in improving English language proficiency.

Conclusion

Based on the analysis of the pre-test and post-test results of the writing activities, it can be concluded that the integration of multiple intelligences strategies has positively influenced the

writing performance of students from "Unidad Educativa Suizo." The findings indicate a significant improvement in the distribution of grades and average scores between the two assessments.

The implementation of multiple intelligences strategies in the Writing activities provided a diversified and engaging learning environment, which promoted students' active participation and enhanced their writing skills. The observed decrease in the number of test takers scoring in the lower grade range (0-3) and the corresponding increase in the higher-grade range (7-10) demonstrate the effectiveness of these strategies in fostering improvement.

The substantial increase in the average score for the post-test, particularly in the higher-grade range, reflects the positive impact of integrating multiple intelligences strategies. This improvement can be attributed to the utilization of various intelligences, such as linguistic, logical-mathematical, interpersonal, and intrapersonal, which catered to the diverse learning preferences and strengths of the students. The results strongly support the notion that the use of multiple intelligences strategies in the Writing activities contributed to enhanced engagement, motivation, and overall writing performance. By incorporating different intelligences, students were provided with opportunities to develop their writing skills in a holistic and comprehensive manner.

These findings have significant implications for educational practices and curriculum design. The integration of multiple intelligences strategies should be considered as a valuable approach to promote student-centered learning and improve writing outcomes. By recognizing and capitalizing on students' individual strengths and preferences, educators can create a more inclusive and effective learning environment that fosters the development of diverse skills.

In conclusion, the integration of multiple intelligences strategies in the Writing activities positively influenced the writing performance of students from "Unidad Educativa Suizo." These findings highlight the importance of adopting student-centered approaches that recognize and cater to the diverse learning needs and preferences of students, ultimately enhancing their writing skills and overall academic achievement.

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