UNIVERSIDAD HISPANOAMERICANA

FACULTY OF EDUCATION
SCHOOL OF LANGUAGE TEACHING
ENGLISH TEACHING

THESIS

IMPLEMENTING THE USE OF LINGUISTIC INTELLIGENCE AND TECHNOLOGICAL TOOLS LIKE WORDWALL AND LIVEWORKSHEETS IN THE CLASSROOM TO IMPROVE THE DEVELOPMENT OF THE SPEAKING SKILLS OF STUDENTS OF 11$^{\text{TH}}$ GRADE FROM LICEO DE SANTA BÁRBARA DE HEREDIA, 1$^{\text{ST}}$ QUARTER 2023.

SUSTAINING:

PAOLA LORÍA VILLALOBOS

TUTOR:

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April 2023

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Graphic Content

SWORN DECLARATION

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Carrera: **LICENCIATURA DEGREE IN ENGLISH LANGUAGE TEACHING**

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La persona estudiante **Paola Loria Villalobos**, cédula de identidad número **402150932**, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **"Implementing the use of linguistic intelligence and technological tools like wordwall and liveworksheets in the classroom to improve the development of the speaking skills of students of 11th grade from Liceo de Santa Bárbara de Heredia, 1st quarter 2023"**, el cual ha elaborado para optar por el grado académico de Licenciatura.

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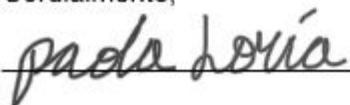
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DEDICATION

To my parents who were always supporting me in this trail and my beloved daughters and

husband who were the fundamental piece to finish this.

ACKNOWLEDGEMENTS

To my parents for supporting me in every decision I make.

To my daughters for understanding and giving me the time to continue studying.

To my husband for being there every time I needed him.

To my tutor Ariel Vargas for helping me during the process.

ABSTRACT

This research is about the importance of speaking English nowadays and how teachers can help students to learn through technology and avoid some traditional methods that thanks to technology are no longer effective as they used to be.

It mentions the importance of technology in the classroom and how using some tools like wordwall and liveworksheets could improve speaking skills in the classrooms.

It also includes how some strategies to improve linguistic intelligence to enhance the speaking skills of students.

Finally, it explains the importance of managing speaking skills and some techniques that teachers can use to improve it in the classroom.

RESUMEN

Esta investigación es acerca de la importancia de hablar en inglés hoy en día y como los profesores pueden ayudar a los estudiantes a aprender a través de la tecnología y así evitar algunos métodos tradicionales los cuales gracias a la tecnología no son tan efectivos como antes.

Menciona la importancia de la tecnología en las clases y como usando algunas páginas web como wordwall y liveworksheets se puede mejorar la habilidad del habla.

También incluye como algunas estrategias que mejoran la inteligencia lingüística para aumentar la habilidad del habla en estudiantes.

Finalmente, explica la importancia de manejar la habilidad de habla y algunas técnicas que los profesores pueden usar para mejorarla en la clase.

Chapter I

Introduction

1.1 Problem Approach

Nowadays the English language has become a necessity for many people, people need it to work, travel or just to speak with people from other countries:

> English is the most spoken language in the world. 1 out 5 persons
> understands it. It is estimated that there is are 380 million native speakers
> and 300 million that utilize English as a second language and an additional
> 100 million who use it as a foreign language. It is the language of science,
> of aviation, computers, diplomacy, and tourism. English is the official or co-
> official language from 45 countries and is spoken extensively in other
> countries where it does not have official position because is needed in many
> fields and jobs. (Mahu, 2012, p. 374).

However, people do not use the language only to work, there are people that like to speak English to understand or learn more about a culture, which is very important in the social area. In accordance with Mahu (2012) "Being able to understand other cultures and through learning a foreign language you can bridge the gap between cultures, which would be a powerful tool in today's modern world." (374). Learning a second language opens many doors around the world, and teachers should understand this thus they can prepare better their students.

One method to prepare better the students are by understanding the four skills and improve them in the classroom, but which are the four skills, and what are their roles:

> The role that language plays I immense since it embarked. Identified as the
> need of the hour, the four necessities in language o commonly known as the

four skills- reading, writing, listening, and speaking play a vital role in any

language learning quest… The four skills are the pinnacles of language that

will take you to greater heights. They are separate yet bound together with

an inseparable bond. (Sadiku, 2015, p. 29).

The four skills are important when learning a new language, they are the base of

learning a second language and they have many purposes:

Four skills activities in the language classroom serve many valuable

purposes: they give learners scaffolded support, opportunities to create,

contexts in which to use the language for exchanges of real information,

evidence of their own ability (proof of learning) and, most important,

confidence. (Sadiku, 2015, p. 29).

It is important to use the four skills in the classroom thus students can accomplish the

process of learning English successfully. Sadiku (2015) said that "the integration of

listening and speaking with reading and writing will make learners good listeners, speakers,

readers, and writers to be able to communicate effectively" (p. 29). Therefore, teachers

need to find the right approaches to introduce the four skills in the classroom and

accomplish the English teaching process in the most effective way:

Teachers should set high standards for an ESL classroom. They should work

to create the necessary condition for students to learn effectively and reach

the desired outcome. For the teaching of English to be successful, the four

skills, reading, listening, speaking and writing, should be integrated in an

effective way. These skills should be addressed in a way that helps students

meet the standards you set for them and develop their communicative competence gradually. (Sadiku, 2015, p. 29).

However, even though all four skills are important, in this thesis, the focus will be the speaking skill "Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language" (Rao, 2019, p. 8). Speaking skill is not only the most important skill, but also it is the most difficult one.

> Among the four basic English language skills, speaking seems to be difficult because the speakers have to produce sentences on the spur of the moment. It is quite difficult for foreign or second language learners to produce sentences without learning the grammatical structures and having proper knowledge of adequate vocabulary. Therefore, the English language learners of EFL/ESL face many problems in speaking grammatical sentences in English. Since speaking skills play a dominant role in communication, people try to learn these skills in order to communicate well with the entire community all around the world. (Rao, 2019, p. 8)

Nonetheless, there are other reasons why learning English is difficult to learn, and people need to overcome these difficulties to have a good level of English.

> In learning English, we often have difficulty. This difficulty has been acknowledged by many countries, especially if we only know about it as adults. Some of the reasons or factors from the English language itself are, first, there is an exception from the rules that should be. The three

pronunciation of words is sometimes strange and different. The fourth is

that many words sound the same but have different meanings. The sixth is

synonyms, which are synonyms that cannot always replace other synonyms

in a sentence. And the last one is Idiom. The Idiom itself is a unique saying

that is sometimes difficult to understand. (Putra et al., 2020, para. 9)

Despite the difficulties in learning English, there are good reasons to learn this language,

for example, to have better job opportunities, to learn more about a country's culture, to

meet new people, and many others. "The use of English is very much needed because of the

importance of using English in everyday life, starting from education, business, to

technology." (Putra et al., 2020, para. 21). Nowadays there are many multinational

companies in different parts of the world where people need to manage English, and if they

know the language, they will have more chances to get a job.

1.1.1 Background of the problem

One of the most important aspects, why people learn English, is because they

want to have a better job, having a good job gives them the opportunity to have a

better salary and afford more things. According to Cronquist and Fiszbein (2017)

"English proficiency is increasingly necessary for business and international

communication and, in that regard, linked with prospects for economic

competitiveness and growth in the global economy". (p. 3)

However, students in Costa Rica spend eleven- or twelve years studying English at

school and high school, and in the end, they do not speak English, but why this happens,

according to Mojica et al. (2021) "the English language curriculum in Costa Rica is far

from perfect, so it is not uncommon for English teachers here to have to start from scratch each time that they teach a new language course." (p. VIII).

On the other hand, some teachers prefer to teach with traditional methods, which do not help students to improve their English level, since the method is centered on the teacher and not on the students. "In the teaching process the teacher is the center, and the teaching process emphasizes system and completion but few thinking space for students." (Lio & Long, 2014, p. 32). This generates the problem that as students do not participate actively in the classroom, they decide to quit the learning process since they do not feel like they are practicing what they are learning. "Many students lose interest in English because their initiative and enthusiasm cannot be fully exerted in class." (Lio & Long, 2014, p. 32).

And finally, we have to add the problem with the English level of teachers, Salazar, 2016 states that "In July 2008 the ministry detected that 38% of English teachers had the level of beginners in the domain of the language" (Salazar, 2016, para. 8) According to the citation in 2008, 38 percent of teachers had a beginner's level of English, consequently, students who have teachers with a low level of English do not have the opportunity to learn the language effectively. Therefore, even though students spend eleven – twelve years studying English, all these points make a reason why they cannot have the correct level of English.

1.1.2 Problematization

Students do not learn all the same way; they have different abilities and necessities, and teachers need to consider this when teaching. The use of multiple intelligences theory helps to understand the best way to teach English to students. "This theory is important to education because teachers see more frequently that students learn in different ways."

(Heming, 2008, p. 1). It is important to learn what are the strengths and weaknesses of students when they learn, to encourage them to continue learning.

    All students have different strengths and weaknesses in school, and one of the most important aspects of teaching is using students' strengths to their greatest potentials for learning. One way of discovering students' strengths is through Howard Gardner's theory of Multiple Intelligences. (1983, as cited in Orden & Milner, 2005, p. 121).

The use of different approaches in the classroom is important since the traditional methods are not always effective on students, the multiple intelligences theory proposes to analyze which are the right activities to include in the curriculum, in this way students can learn based on their abilities and capacities.

    The Multiple Intelligence Theory proposes that children all learn material in different ways and it assists in understanding their strengths and weaknesses. Knowing children's learning strengths and weaknesses will help teachers encourage students to try new ways of learning. It will also aid teachers in planning according to the classroom's abilities. (Heming, 2008, p. 11).

On the other hand, it is important to know what are those multiple intelligences? "Those first seven intelligences are: Interpersonal (appreciates group work), Intrapersonal (prefers working alone), Kinesthetic (needs movement), Linguistic/Verbal (understanding through speaking), Logical/Mathematical (uses numbers), Musical (Learns through rhythm and

music), and Spatial (visual understanding)" (Concept to Classroom, 2004, as mention in Heming, 2008, p. 2).

1.1.3 Justification

Learning English is a necessity nowadays and the process of learning English should be likable for everybody. To enjoy while learning encourages students to continue studying and learn more every day, if teachers make the class enjoyable students will not feel frustrated, they will like to learn even more.

> The role of English in our lives is one of the reasons why we must learn English. Learning English is not as difficult as we imagined. Learning English can go through many activities, even in our daily lives sometimes we don't realize that we have studied English. (Afifah, 2021, para. 3)

People use English in every aspect of their lives, the language nowadays is essential, people use it at work, to travel, and to make friends, to speak English can help people in many different ways in their lives.

> English almost affects many aspects of human life. Start from the elementary school we have been introduced to English until when looking for a job English is a skill that people is looking for. English is not just a material. By having this skill, we will have many positive impacts. (Afifah, 2021, para. 4)

However, teachers need to have into consideration the different variables when teaching English, there are many factors that influence the English learning process. One of them is early learning, if students learn this language since they start kindergarten and use different

approaches in the classroom, they will have a great improvement in it." Most children are eager to gain new experiences including learning a new language. They like to be active and have a lot of energy, making preschool perfect time to benefit from physical activities to teach a language." (Uysal & Yavuz, 2015, p. 19).

Other important aspects to consider when teaching is that students have different ways to learn a second language, for example:

- Students vary in their social, cognitive, physical, emotional, and cultural characteristics.

- Different students learn at different rates.

- Systematic preparations have to be made to ensure that students master the objectives that teachers determine.

- Different students, or different groups of students, are often working on different tasks at any point in time.

- Students' behaviors are somewhat unpredictable.

- Students are motivated to learn (or not to learn) by different factors.
(Spahiu & Spahiu, 2013, p. 91)

For these reasons, the traditional method is not the most recommendable approach to use in the classrooms, even so, teachers need to understand what a traditional method is and why teachers should avoid using it in the classroom.

A traditional method is said to be that method which was used to teach students in earlier times. This learning process has to do with the teacher's

guidance all the time. In this case students listen while teacher give

instructions. Students do not have the chance of expressing their thoughts

when using this kind of method. (Spahiu & Spahiu, 2013, p. 97).

1.1.4 Problem statement

The use of the traditional method in the classroom has many disadvantages since it is

self-centered on the teacher, and students do not participate actively in the classroom, this

makes students only memorize what is told by the teacher and they do not produce what

they learn.

> Most of the teaching in the EFL classroom still emphasizes teacher-
>
> centered, teacher-directed instruction. With big class in teaching, teachers
>
> still make use of the traditional teaching methods; there is little interaction
>
> among teachers and students. Naturally, the teacher usually spends a lot of
>
> time speaking and explaining curriculum in class. Students are required to
>
> sit in their seats passively and listen to the lecture attentively. Students tend
>
> to memorize English grammar rules, rote vocabulary, and translation skills
>
> from the textbooks. (Liu, 1997; Wang, 2001, as cited in Wang, 2007, p. 23).

The participation of students in the classroom is minimal and the acquisition of the

language is affected by this. Traditional teaching instructions focus on grammatical rules,

memorization of vocabulary, and translations of texts. The teacher controls everything and

does a lot of grammatical analysis and translation (Chien, 2004, as cited in Wang, 2007, p.

25). The traditional method only tries to make students memorize the rules, however,

applying different approaches such as the use of linguistic intelligence and the use of

technology, could help in the development of the speaking skill in the classrooms since

according to Spahiu & Spahiu (2013) "These days the technology has changed recently and for education has become easier and easier to facilitate these technologies and omitting the use of traditional methods. Traditional teaching methods are not still effective and useful for teachers." (p. 98). The use of traditional methods in the classroom worked in its moment however nowadays teachers have many resources, approaches, and methods that can be used in the classroom and avoid the traditional methods.

1.2 Questions of investigation

What would be the impact of using wordwall, liveworksheets, and the implementation of linguistic intelligence strategies to enhance speaking skills in the classroom with students of eleventh grade from Liceo de Santa Bárbara de Heredia in the first quarter of 2023?

1.3 General objective

a) To analyze the impact of using wordwall, liveworksheets, and the implementation of linguistic intelligence strategies to enhance speaking skills in the classroom with students of eleventh grade from Liceo de Santa Bárbara de Heredia in the first quarter of 2023.

1.3.1 Specific objectives

a) To describe the importance of the use of wordwall, liveworksheets, and the implementation of linguistic intelligence strategies to enhance speaking skills in the classroom with students of eleventh grade from Liceo de Santa Bárbara de Heredia in the first quarter of 2023.

b) To determine the advantages of wordwall, liveworksheets, and the implementation of linguistic intelligence strategies to enhance speaking skills in the classroom with students

of eleventh grade from Liceo de Santa Bárbara de Heredia in the first quarter of 2023.

c) To demonstrate the effectiveness of wordwall, liveworksheets, and the implementation of linguistic intelligence strategies to enhance speaking skills in the classroom with students of eleventh grade from Liceo de Santa Bárbara de Heredia in the first quarter of 2023.

1.4 Scope and limitations

How the implementation of methods like the development of speaking skills, the use of linguistic intelligence, and the use of technology in the classrooms can help students to get better development in the classroom.

Some limitations are the teachers' willingness to use methods like the development of speaking skills, the use of linguistic intelligence, the use of technology in the classrooms to help students develop better in the classroom, and the participation and motivation of students.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Historical content

2.1.1 Background of the organization and community

Liceo de Santa Bárbara is located in Santa Bárbara de Heredia, and the principal of this institution is Msc. Erick Ovares.

Institutional objectives

a) Create conditions to establish a pleasant institutional climate with good human relations, order, cleanliness, discipline, and justice.

b) Provide permanent monitoring of the academic performance of students, as well as good performance of teaching to reduce desertion and increase promotion rates at all levels.

c) Promote the development of humanistic and critical thought, as an institutional philosophy.

d) Integrate the members of the institution based on commitment, responsibility, solidarity, and y for the implementation of the institutional plan.

e) Offer conditions so that the work is in a team and is directed towards the achievement of a common objective, which is the integral development of the students.

f) Ensure that the projects of the work committees and departments of the entire institution are fulfilled.

g) Provide an appropriate infrastructure with technology and materials that stimulate the good performance of teachers and students in our institution.

h) Internalize values that allow comprehensive development and compliance with the Institutional Mission and Vision.

Institutional Mission

Our institution promotes comprehensive training that must be provided at home and offers students those cognitive, civic, artistic, health, and social skills and content that allows them to perform optimally as future workers and loving citizens of this country and its community. It is also intended, as part of a comprehensive education, to promote the development of positive habits at different levels that enable students to perform better and face the challenges posed by the social, political, and economic reality of our country in its immediate environment, so that their growth is favored not only intellectual but also personal. We seek to train, in the canton of Santa Bárbara, young people with a solid secondary education, tending to be a quality labor force that contributes to the development of the area not only from the economic point of view but also socially, so that the progress of this canton has real and sustainable expectations for the future.

Values

Responsibility   Equity

Respect   Loyalty

Solidarity   Integrity

Honesty   Commitment

Institutional Vision

To be a model educational institution that constitutes a competent and attractive option for the youth and families of the Canton of Santa Bárbara de Heredia and surrounding communities, where it promotes, along with excellent academic performance, the development of personal skills in areas such as artistic, sports, scientific, cultural and spiritual.

2.2 Theorical Context / Conceptual

Over the years teachers have tried to search for different methods and approaches to teach students more effectively. "Teaching a foreign language involves many different methods. There is no recommended method for learning a second language, but some seem more appropriate than others." (Alejo, 2014, p. 22).

There are many different methods and approaches that teachers can use to succeed in the teaching process. "The modern methodology of teaching foreign languages offers us a wide selection of teaching concepts, methods, and technologies – as both traditional and innovative." (Akmalovna et al., 2019, p. 231).

In this chapter the author will develop information about how teachers can include the linguistic intelligence and some technological tools like liveworksheets and wordwall to improve the speaking skill of students, additionally, the author will explain why the traditional methods used in the classroom are no longer effective and how could teachers use other methods like the development of linguistic intelligence in the classroom.

2.2.1 The importance of English language Nowadays

Nowadays the English language has become very important since there are many international companies where people can work, also when people travel it is important to know the language since it is the universal language.

Many benefits are obtained by learning English. For the examples, we often find products around us using English as a guide to its use. For college students, mastering English is very important, for example, many universities use English as one of the graduation requirements, namely by requiring students to take the TOEFL test and college students have to reach a certain minimum score that has been set by the campus to be able to do the judiciary. The importance of English is not only limited to students, but also the general public will get many benefits if they master English. (Afifah, 2021, para. 2).

Those benefits are good for people since they can have better opportunities and positive impacts, the most important one is the financial one. Many people learn English to have a better salary or more job opportunities.

It is undeniable that nowadays everyone wants to have a high-paying job. Many people are trying to be able to work in international companies. However, to be able to work in a large company especially on an international scale is not easy. Many rivals will make the selection process harder. Usually someone who has English language skills will have more value to be accepted in a company. (Afifah, 2021, para. 11).

In many countries, several international companies ask for the English language as a requirement, knowing English nowadays is an extra plus in people's résumé. On the other hand, some people study English to go on exchange programs, this allows them to learn more about other cultures and even to have new experiences in their lives.

> If somebody asked who wants to join the student exchange program, surely everyone will answer wanting to join this activity because by joining the activities we can walk abroad even sometimes we do not need to spend a penny, besides the experience and relationships obtained are also very much. No wonder everyone wants to join this program. However, to join this program is not easy because everyone who registers must go through several stages and must also meet the conditions. One of the conditions is having a fairly high toefl test score. Generally the selection requirements have good academic achievement, healthy, can master foreign languages, especially English, and the last is interview. (Afifah, 2021, para. 12).

Exchange programs are very popular nowadays, however, to apply for some of them English is needed, the importance of English is not only for working but also to get new experiences. Experiences like getting a scholarship abroad, many people like to study abroad because the schools are better or they look for a recognized institution to study in.

> Getting a scholarship to be able to attend school abroad is a dream for all students. Everyone wants to study abroad especially by getting a scholarship so there is no need to spend a penny. Being able to study abroad will be more value for us when we want to apply for a scholarship. (Afifah, 2021, para. 14).

For some people higher education is important, for this reason when people speak English, they have access to great universities around the world. Despite of this many people prefer to study English to experiment new experiences and try new things around the world.

> In learning English, we don't just learn the language. In learning English, we
>
> participate in studying the culture and traditions in the western world. This
>
> certainly adds to our insight and experience of life outside our country.
>
> (Afifah, 2021, para. 15)

There are many reasons why people should learn English, and teachers have to search for the best methods and approaches to teaching students in that way students can obtain the benefits that the English language can provide to them.

2.2.2 The cons of traditional methods used in the classrooms.

Traditional methods were used at the beginning of education, and in its moment were effective but nowadays teachers can use different methods and approaches and that is why the traditional methods in the classrooms are no longer convenient to use, but what are the traditional methods? In the traditional method, students are not able to express what they have learned, they have only to memorize what the teachers said.

> A traditional method is said to be that method which was used to teach
>
> students in earlier times. This learning process has to do with the teacher's
>
> guidance all the time. In this case students listen while teacher give
>
> instructions. Students do not have the chance of expressing their thoughts
>
> when using this kind of method. (Spahiu & Spahiu, 2013, p. 97).

In the traditional method students are not able to express what they have learned, they only memorized what the teachers say.

There are three main methods that were used in teaching in the past and they are as follows:

Lectures and Direct Instructions- is that method that most of the students have experienced it. It is classroom based method where direct instructions are conducted by the lecturer/teacher. This method is also known with another name used as a synonym: TTT (teacher talking time) where the teachers talk all the time during the conveyance of information. Students play the role of chess icons where the chess player moves them when necessary. (Spahiu & Spahiu, 2013, p. 97).

With this method students only participate when the teacher allows them to participate, if not they have to only listen and pay attention to the teacher. The second one is:

Seatwork- tests are significant indicators which are used to check student's performance. In traditional methods the test session was done only one time, so nowadays teachers use them often, for more than one session as to check their performance in a proper manner. (Spahiu & Spahiu, 2013, p. 97).

Tests are very common in the traditional method; this helps teachers to know if students are memorizing what they teach. Nowadays are different ways to evaluate the learning process, however, tests are still the most common ones. The last method is: "Listening and Observations- this method includes the student's learning process through the teacher, students listen to the teacher and the teacher expects them to say everything they explain in

the classroom." (Spahiu & Spahiu, 2013, p. 97). This one is similar to the first one, however, in this one, teachers expect students to memorize and repeat everything they say.

Thanks to different factors that have changed the way we live nowadays; these kinds of methods are less common, nowadays technology has become something very important in education. "These days the technology has changed recently and for education has become easier and easier to facilitate these technologies and omitting the use of traditional methods. Traditional teaching methods are not still effective and useful for teachers." (Spahiu & Spahiu, 2013, p. 98). Nowadays teachers can implement technology in the classroom, or they can use it to get information about better methods and approaches that they can use in the classroom.

The cons of using traditional methods in the classrooms are several, however thanks to technology, teachers can have better and more interactive classes. Spahiu & Spahiu, (2013) stablished that "While traditional teaching has been a tried-and-tested method, it also has some disadvantages; particularly today that technology has made learning better, more fun and interactive" (p. 98).

2.2.3 Multiple intelligences

Multiple intelligences have become an important topic in the classroom since shows that people learn in different ways and they can have one intelligence more developed than another, this makes students have different abilities to learn a new language.

The Multiple Intelligence Theory (MI) was developed by Howard Gardner, Harvard Graduate Professor in the School of Education, in 1983. Gardner's theory maintains that each person possesses several intelligences which are used to carry out specific tasks. This theory is important to education

because teachers see more frequently that students learn in different ways.

(Heming, 2008, p. 1)

Multiple intelligences can help teachers to improve the student's knowledge, but what are those multiple intelligences? "Those first seven intelligences are: Interpersonal (appreciates group work), Intrapersonal (prefers working alone), Kinesthetic (needs movement), Linguistic/Verbal (understanding through speaking), Logical/Mathematical (uses numbers), Musical (Learns through rhythm and music), and Spatial (visual understanding)" (Concept to Classroom, 2004, as mention in Heming, 2008, p. 2).

However, in this research, the author will focus the attention on the linguistic intelligence, since the goal of this research is to help students to improve their speaking skills.

Linguistic/Verbal intelligence is defined as everything having to do with language, speech, reading, and writing. It is said to be the most widely shared human competence. Poets, journalists, and novelists tend to have the highest level of understanding to this intelligence. (Heming, 2008, p. 6)

Some people have this intelligence more develop than others, however, teachers can use different techniques in the classroom to help students in the improvement of linguistic intelligence.

Learning strategies based on verbal -linguistic intelligence are implemented by telling stories, brainstorming, recording, and writing journals. First, storytelling is means to develop student's knowledge, concepts, and ideas. Furthermore, students can develop their communication skills. Second, brainstorming develops students'

critical thinking patterns through the original ideas. Third, recording is a linguistic

intelligence learning strategy since it helps students communicate, solve problems,

and develop ideas. Fourth, writing a journal can be applied by creating a personal

journal. Thus, students can practice the ability to make written notes and illustrated

notes. (Amstrong, 2013, as mentioned in Gunawam et al., 2022, p. 586).

These techniques can help teachers to improve the linguistic intelligence in the

classroom, in accordance to Guanawam et al., (2022) "Verbal-linguistic intelligence-based

learning design suits today's needs, especially language learning." (p. 593).

2.2.4 Technology in the classroom

For the last few years, technology has become an ally, there are many resources that

teachers can use thanks to technology. "Many researchers agree that technology can be

used effectively as a cognitive tool as well as an instructional media." (Gilakjani, 2013, p.

262).

Technology can help teachers to make the classes more interactive and fun, there are

many resources that they can use to accomplish this.

> Computer technology has this potential to change teachers' teaching
>
> methods. Computer technology allows teachers to move from the role of
>
> dispenser of knowledge to a facilitator, allowing the teachers to motivate
>
> their students in becoming active learners. Teaching method must change
>
> from dispensing information to creating activities that engage students'
>
> minds and present intricate problems with many solutions. (Gilakjani, 2013,
>
> p. 264).

Technology not only helps students but also, can help teachers to find what they need to develop the classroom in a better way. "Teachers will be able to gain new knowledge from the professional development and integrate it with their classroom teaching methods if enough attention is paid to particular content areas or specific teaching approaches." (Gilakjani, 2013, p. 264). With this tool, teachers can find different methods and approaches to help students in the classroom.

2.2.5 Liveworksheets and wordwall

Liveworksheets is an online tool where teachers can create interactive worksheets, in this website teachers and students can find thousands of worksheets to practice what they need. Teachers can create their worksheets and share them with their students. The use of this website in this research is very important since it could help the improvement of the speaking skill, one of the activities that can be used for this purpose is that students read a sentence and they have to record themselves at the end, the website would correct them if they made any mistake.

Wordwall is an interactive website where students can practice English by playing, this tool is very important for the author since teachers can create speaking cards and show them to the students to make them speak. There are also spinning-wheel that teachers can use with the same purpose.

2.2.5 The four skills

In English teaching there are four communicative skills, writing, reading, listening, and speaking, however, in this research the author will be focused on speaking skills. "Speaking skill is the most important skill to acquire foreign or second language learning.

Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language." (Rao, 2019, p. 8) To communicate properly, students have to dominate their speaking skills.

> In the present global world, communication plays a vital role in getting
> success in all fields. Language is used as a tool for communication. Perfect
> communication is not possible for people without using a language.
> Moreover, people cannot achieve their aims, objectives, and goals without
> using proper language to communicate. Therefore, there is a need for a
> language to communicate with others those who live all around the globe.
> As English is considered the international language and it is spoken all over
> the world, it serves the purpose of communicating with the people who live
> in different regions, states, countries, and continents of the world. (Rao,
> 2019, p. 8)

However, speaking skill is one of most the difficult skill to dominate. "Speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English." (Brown & Yuke, 1983, as mentioned in Rao, 2019, p. 8). For this reason, teachers have to search for and apply the correct methods and approaches to help students in the development of this skill.

One who has good talent in speaking can conquer the whole world. Having good communication is the passport to getting better employment opportunities. In modern interviews, the real talent of the job aspirants is tested through their performance in group discussions, debates, presentation skills, and so on. Therefore, job seekers have to acquire good oral communication skills to grab better opportunities. Once the learners practice

these speaking skills in their EFL/ESL classrooms, they get the mastery of these skills and perform well in the activities in and outside their classrooms. (Rao, 2019, p. 10).

All these skills are important, however, speaking skill it is necessary to communicate with other people and it helps people to cope in different areas of their life.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Type of investigation

3.1.1 Purpose

The main purpose of this investigation is to give different tools and methods that teachers can use to avoid using traditional methods in the classroom. "These days the technology has changed recently and for education has become easier and easier to facilitate these technologies and omitting the use of traditional methods. Traditional teaching methods are not still effective and useful for teachers." (Spahiu & Spahiu, 2013, p. 98). Thanks to technology teachers can find different information related to tools, methods, strategies, or others that they can use to help students improve their English level.

3.1.3 Framework (Micro)

The framework of this research is micro since the researcher is going to work with the students of eleventh grade from Liceo de Santa Bárbara de Heredia in the first quarter of 2023.

3.1.4 Nature (Mixed, qualitative predominant)

In this research the researcher is going to work with both natures, however, the predominant is qualitative, since thanks to the observations in class, and the application of some of the methods mentioned in this research, the researcher can analyze if those methods work on students.

Regarding the quantitative, the researcher has to take into consideration how many students can learn with the methods explained in this research.

3.1.5 Character (Descriptive and Explicative)

The characters of this research are descriptive and explicative. Descriptive because the researcher describes different methods and tools that teachers can use to avoid the use of traditional methods in the classroom.

Explicative because the researcher explains how to use the methods mentioned in this research, and also it explains the importance of using different methods in the classroom.

3.2 Subjects and Sources of Information

3.2.1 Units of analysis

The subjects of this study are students of eleventh grade in the range of 16 to 18 years old of Liceo de Santa Bárbara in Heredia.

3.2.2 Firsthand sources

Table 1

Firsthand sources used in the research process.

Author or Authors	University or Organization	County	Year
Andrea Lauren Heming	Western Kentucky University	The United States of America	2008
Alejandro Aznar Alejo	Valladolid University	Spain	2014
Dani Gunawan, Bachrudin Musthafa, and Dinn Wahyudin	Indonesian University of Education	Indonesia	2022

Erlangga Putra	Sepuluh Nopember Institute of Technology (ITS)	Indonesia	2020
Isa Spahiu and Edita Spahiu	International Balkan University	Macedonia	2013
Juan Pablo Vargas Zúniga, Jesús Irán Barrantes León, Andrea Mojica Barquero, Genesis Rodríguez Vargas, Greivin León Ureña, Lucrecia Borge González, Rafael Núñez Soto, Roberto Mesén Hidalgo, Stephanie Solís Sequeira, Stephanie Víquez Fernández, Wendell Araya Córdoba, and Saiden OrtizGómez	National University	Costa Rica	2021
Margie Van Orden	Wake Forest University	The United States of	2005

and Joseph Milner		America	

3.2.3 Thirdhand sources

Table 3

Thirdhand sources were used in the research process.

Author or Authors	Article	Year
Abbas Pourhosein Gilakjani	Factors contributing to teachers' use of computer technology in the classroom.	2013
Adilova Shakhnoza Rakhimovna, Tukhtakhodjaeva Nargiza Akmalovna, Aripova Kamola Yusupovna, Djumanova Nargiz Irkinovna, and Djalalova Sayyora Mirhaydarovna	Effective teaching methods in teaching English.	2019
Chunyang Liu and Fei Long	The discussion of traditional teaching and multimedia teaching approach in college English teaching.	2014
Diana-Petruta Mahu	Why is learning English so beneficial nowadays?	2012
Daniel Salazar Murillo	MEP conserva y contrata profesores sin	2016

	evaluaciones de calidad.	
Diana Nur Afifah	The role of English in our life.	2021
Kathryn Cronquist and Ariel Fiszbein	English language learning in Latin America.	2017
Li Wang	The advantages of using technology in second language education.	2005
Lisa Gibbs, Michelle Kealy, Karen Willis, Julie Green, Nicky Welch, and Jeanne Daly.	What have sampling and data collection got to do with good qualitive research?	2007
Lorena Manaj Sadiku	The importance of four skills reading, speaking, writing, listening in a lesson hour.	2015
Nuriye Degirmenci Uysal and Fatih Yavuz	Teaching English to very young learners.	2015
Parupalli Srinivas Rao	The importance of speaking skills in English classrooms.	2019
Tzu-Pu Wang	The comparison of the difficulties between cooperative learning and traditional teaching methods in college English teachers.	2007

3.3 Sample Selection

3.3.1 The population

The population of this research is going to be the students of Liceo de Santa Bárbara in Heredia.

3.3.2 Sample

The sample of this research is going to be the students of the eleventh grade of Liceo de Santa Bárbara in Heredia.

3.3.3 non-Probabilistic

This research is non-probabilistic since the researcher is going to work with a small group of students of Liceo de Santa Bárbara.

3.4 Techniques and Instruments to Collect Data

The researcher is going to apply different methods to collect the data necessary for this research.

First method: Observation, the researcher observes the class to determine if teachers use different approaches in the classroom, with this information the researcher can evaluate if teachers know or manage different approaches. (See annex 1)

Second method: Questionnaire, the researcher applies a questionnaire to the students to know what methods or approaches their favorites in the classroom are. As well as to get information regarding technology, the websites wordwall and liveworksheets, and information about multiple intelligences in specifically linguistic intelligence. (See annex 2)

3.5 Operationalization variable

Table 4

VARIABLES CHART

- To analyze the results gotten to enhance speaking skills in the classroom using wordwall and liveworksheets with the strategies based on linguistic intelligence in the classroom with students of eleventh grade from Liceo de Santa Bárbara de Heredia in the first quarter of 2023.

Specific Objectives	Variable	Conceptual Definition	Instrumental Definition	Operational Definition
To describe the importance of the use of wordwall, liveworksheets, and the implementation of linguistic intelligence strategies to enhance speaking skills in the classroom	The knowledge of teachers about these tools or methods	The willingness of teachers to learn about these tools and methods.	First method: Observation, the researcher is going to observe the class to determine if teachers use different approaches in the classroom, with this information the	

with students of eleventh grade from Liceo de Santa Bárbara de Heredia in the first quarter of 2023.			researcher can evaluate if teachers know or manage different approaches.	
To determine the advantages of wordwall, liveworksheets, and the implementation of linguistic intelligence strategies to enhance speaking skills in the classroom with students of eleventh grade	The students could not like these tools or methods.	Active participation in the use of these tools and methods.	Second method: Questionnaire, the researcher is going to apply a questionnaire to the students to know what methods or approaches their favorites in the classroom are. As well as to get information regarding	

|				
from Liceo de Santa Bárbara de Heredia in the first quarter of 2023.			technology, the websites wordwall and liveworksheets, and information about multiple intelligences in specifically linguistic intelligence.	

Chapter IV

Analysis and interpretation of data

4.1 Diagnostic of the current situation

This chapter presents the results obtained through the implementation of the instruments on 11-4 grade students from Liceo de Santa Bárbara High School. At this juncture that the data was collected the results can be analyzed. In accordance with Gibbs et al. (2007), "Sampling and data collection processes are critical to determining the quality of a study and the generalizability of the findings." (540). It is important that the data collected is presented carefully to obtain the results of the investigation. "After time spent in the field, researchers should have a good understanding of the most appropriate way of drawing a sample, and any other sources of relevant information, that will yield rich data relevant to the research problem" (Gibbs et al., 2007, 542).

4.1.1 Questionnaire

A questionnaire was implemented to collect information from the students of Liceo de Santa Bárbara High School with a total of twelve questions. Furthermore, the graphics show the data collected from the students as well as, the analysis of the information.

Figure 1
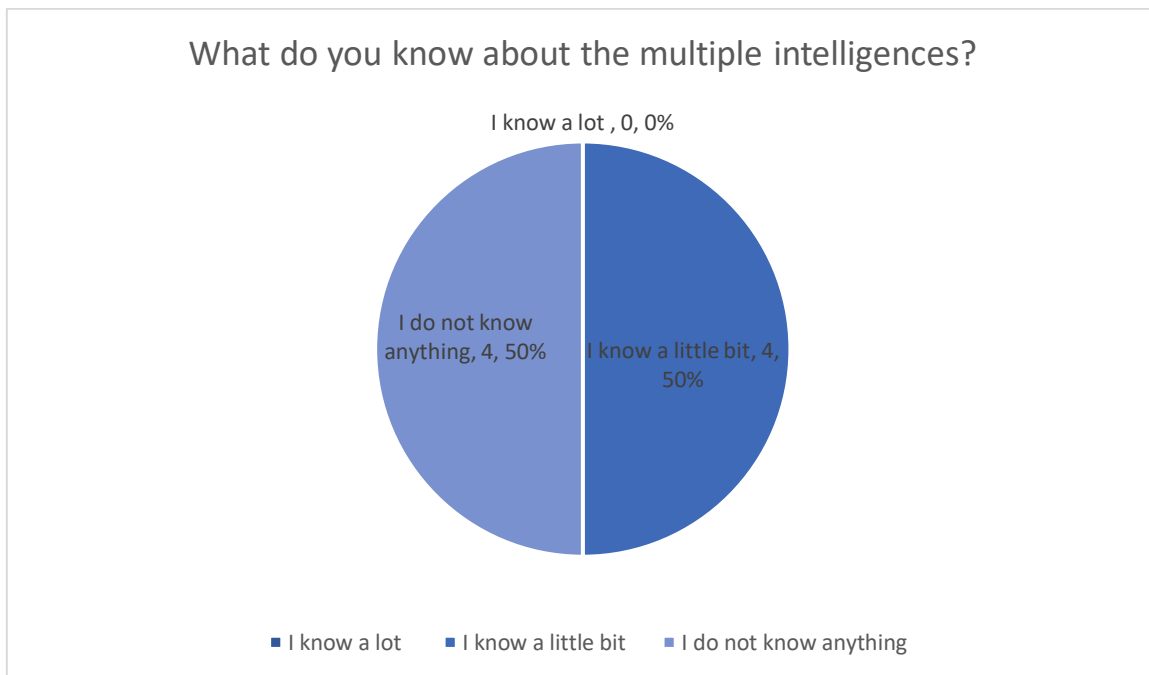
What do you know about the multiple intelligences?

I know a lot , 0, 0%

I do not know anything, 4, 50%

I know a little bit, 4, 50%

■ I know a lot　■ I know a little bit　■ I do not know anything

Source: questionnaire applied to the students of section 11-4 from Liceo de Santa Bárbara High School, 2023.

Results: Graphic number one shows the result of the question: What do you know about

multiple intelligences?

- 50% of the students do not know anything about multiple intelligences.

- 50% of the students know a little bit about multiple intelligences.

- 0% of the students know a lot of the multiple intelligences.

Interpretation: Graphic number one shows that 50% of the students do not know anything

about multiple intelligences, 50% of the students know a little bit about multiple

intelligences, and 0% of the students know a lot about multiple intelligences.
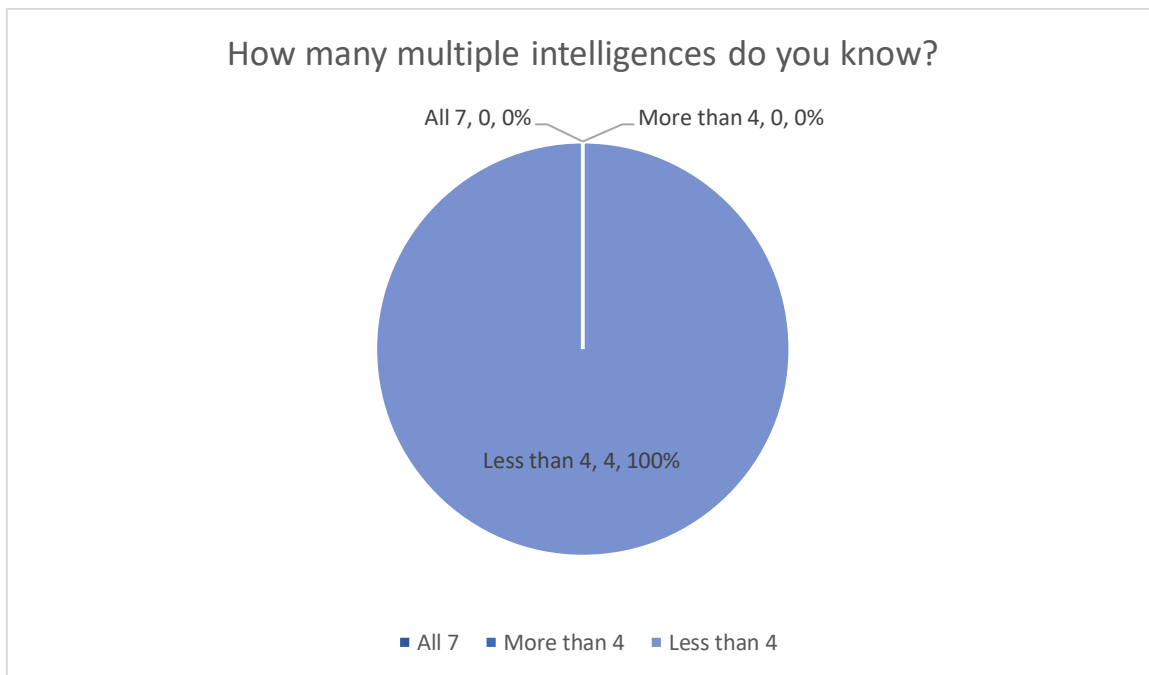
Figure 2
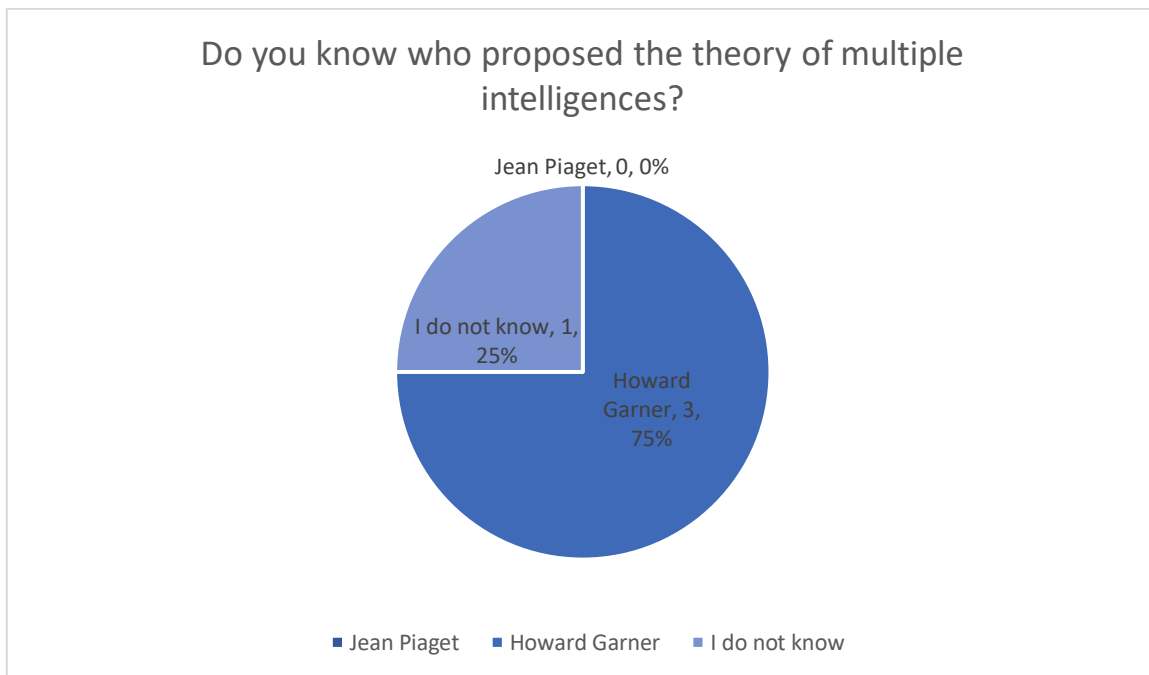
Do you know who proposed the theory of multiple intelligences?

Source: questionnaire applied to the students of section 11-4 from Liceo de Santa Bárbara High School, 2023.

Results: Graphic number two shows the result of the question: Do you know who proposed the theory of multiple intelligences?

- 75% of the students know that Howard Garner proposed the theory of multiple intelligences.

- 25% of the students do not know who proposed the theory of multiple intelligences.

- 0% of the students know that Jean Piaget proposed the theory of multiple intelligences.

Interpretation: Graphic number two shows that 75% of the students know that Howard Garner proposed the theory of multiple intelligences, 25% of the students do not know who proposed the theory of multiple intelligences, and 0% of the students know that Jean Piaget proposed the theory of multiple intelligences.
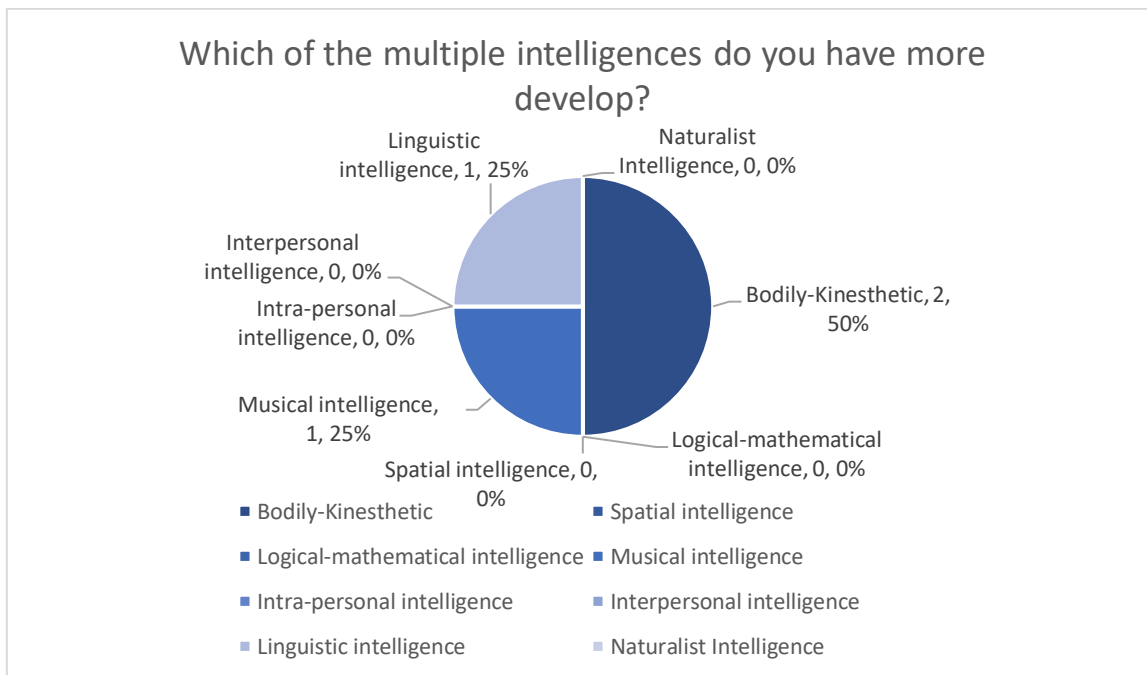
Figure 3

Source: questionnaire applied to the students of section 11-4 from Liceo de Santa Bárbara High School, 2023.

Results: Graphic number three shows the result of the question: How many multiple intelligences do you know?

- 100% of the students know less than four multiple intelligences.

- 0% of the students know more than four multiple intelligences.

- 0% of the students know all the seven multiple intelligences.

Interpretation: Graphic number three shows that 100% of the students know less than four multiple intelligences, 0% of the students know more than four multiple intelligences and 0% of the students know all seven multiple intelligences.

Figure 4

Source: questionnaire applied to the students of section 11-4 from Liceo de Santa Bárbara High School, 2023.
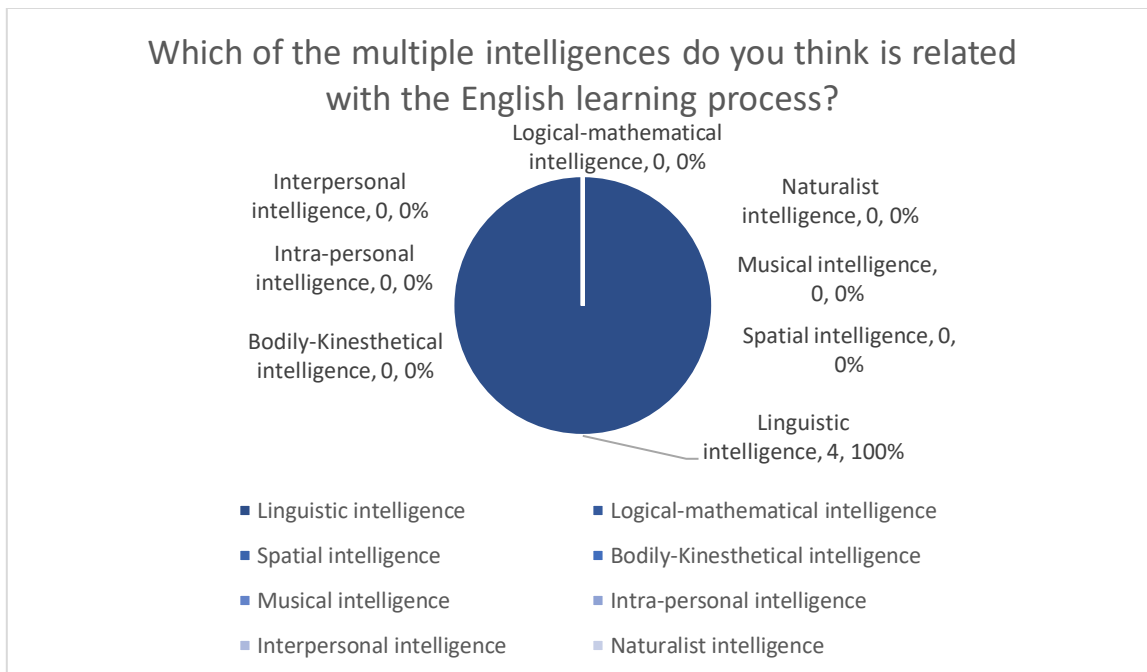
Results: Graphic number four shows the result of the question: Which of the intelligence do you have more developed?

- 50% of the students think that they have bodily-kinesthetic intelligence more develop.

- 25% of the students think that they have linguistic intelligence more developed.

- 25% of the students think that they have musical intelligence more developed.

- 0% of the students think that they have intra-personal intelligence more developed.

- 0% of the students think that they have interpersonal intelligence more develop.

- 0% of the students think that they have logical-mathematical intelligence more develop.

- 0% of the students think that they have spatial intelligence more developed.

- 0% of the students think they have more developed naturalist intelligence.

Interpretation: Graphic number four shows that 50% of the students think that they have the bodily-kinesthetic intelligence more develop, 25% of the students think that they have the linguistic intelligence more develop, 25% of the students think that they have the musical intelligence more develop, 0% of the students think that they have the intra-personal intelligence more develop, 0% of the students think that they have the interpersonal intelligence more develop, 0% of the students think that they have the logical-mathematical intelligence more develop, 0% of the students think that they have the spatial intelligence more develop, and 0% of the students think that they have the naturalist intelligence more develop.

Figure 5

Source: questionnaire applied to the students of section 11-4 from Liceo de Santa Bárbara High School, 2023.
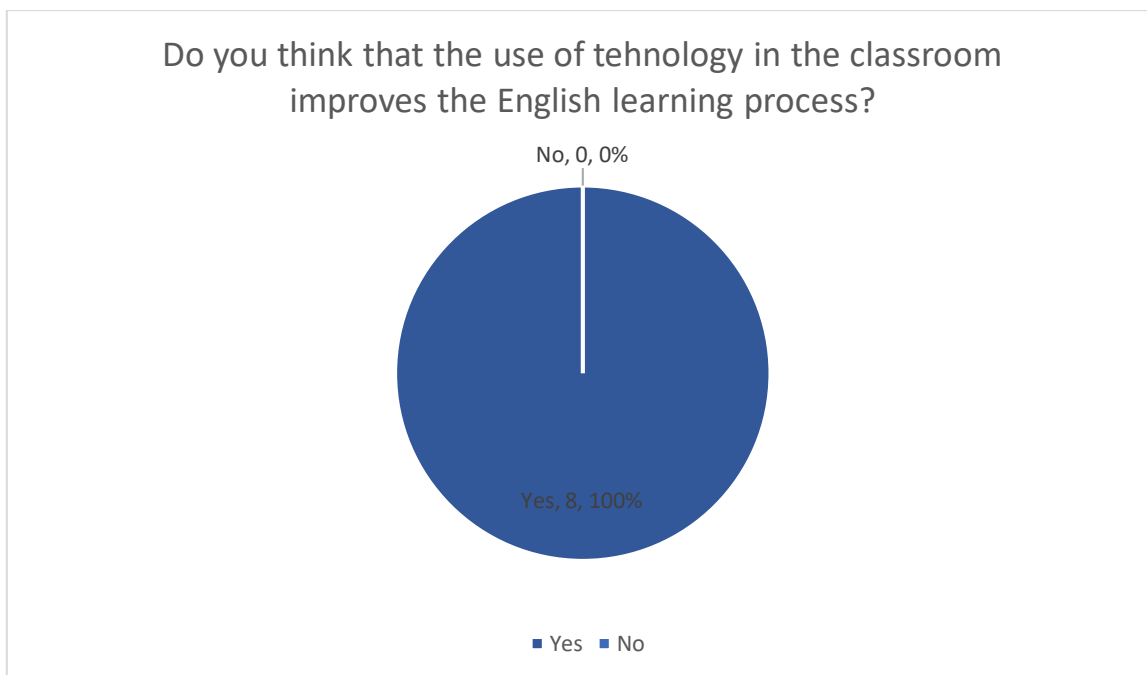
Results: Graphic number five shows the result of the question: Which of the multiple intelligences do you think is related to the English learning process?

- 100% of the students think that linguistic intelligence is related to the English learning process.

- 0% of the students think that logical-mathematical is related to the English learning process.

- 0% of the students think that spatial intelligence is related to the English learning process.

- 0% of the students think that the bodily-kinesthetic is related to the English learning process.

- 0% of the students think that musical intelligence is related to the English learning process.

- 0% of the students think that intra-personal intelligence is related to the English learning process.

- 0% of the students think that interpersonal intelligence is related to the English learning process.

- 0% of the students think that naturalist intelligence is related to the English learning process.

Interpretation: Graphic number five shows that 100% of the students think that linguistic intelligence is related to the English learning process, 0% of the students think that the logical-mathematical is related to the English learning process, 0% of the students think that spatial intelligence is related with the English learning process, 0% of the students think that the bodily-kinesthetic is related with the English learning

process, 0% of the students think that the musical intelligence is related with the English learning process, 0% of the students think that the intra-personal intelligence is related with the English learning process, 0% of the students think that the interpersonal intelligence is related with the English learning process, and 0% of the students think that the naturalist intelligence is related with the English learning process.

Figure 6

Do you think that the use of tehnology in the classroom improves the English learning process?

No, 0, 0%

Yes, 8, 100%

■ Yes ■ No

Source: questionnaire applied to the students of section 11-4 from Liceo de Santa Bárbara High School, 2023.

Results: Graphic number six shows the result of the question: Do you think that the use of technology in the classroom improves the English learning process?

- 100% of the students think that the use of technology in the classroom improves the English learning process.

- 0% of the students do not think that the use of technology in the classroom improves the English learning process.

Interpretation: Graphic number six shows that 100% of the students think that the use of technology in the classroom improves the English learning process and 0% of the students do not think that the use of technology in the classroom improves the English learning process.

Figure 7
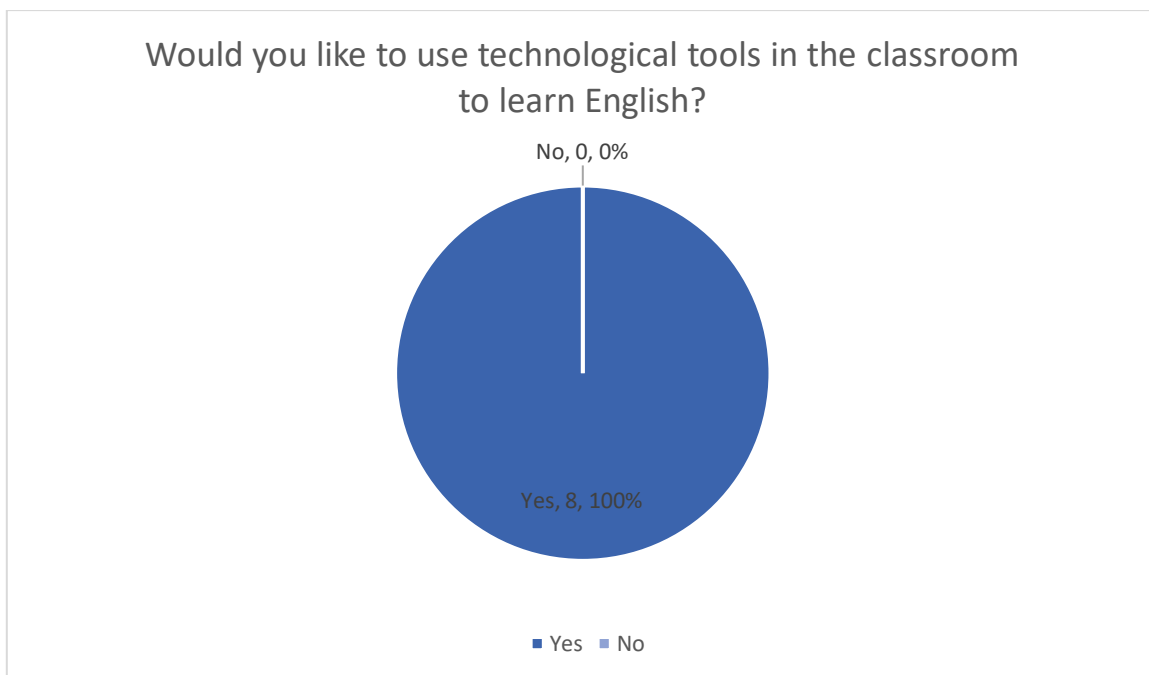
Source: questionnaire applied to the students of section 11-4 from Liceo de Santa Bárbara High School, 2023.

Results: Graphic number seven shows the result of the question: Would you like to use technological tools in the classroom to learn English?

- 100% of the students would like to use technology in the classroom to learn English.
- 0% of the students would not like to use technology in the classroom to learn English.

Interpretation: Graphic number seven shows that 100% of the students would like to use technology in the classroom to learn English and 0% of the students would not like to use technology in the classroom to learn English.
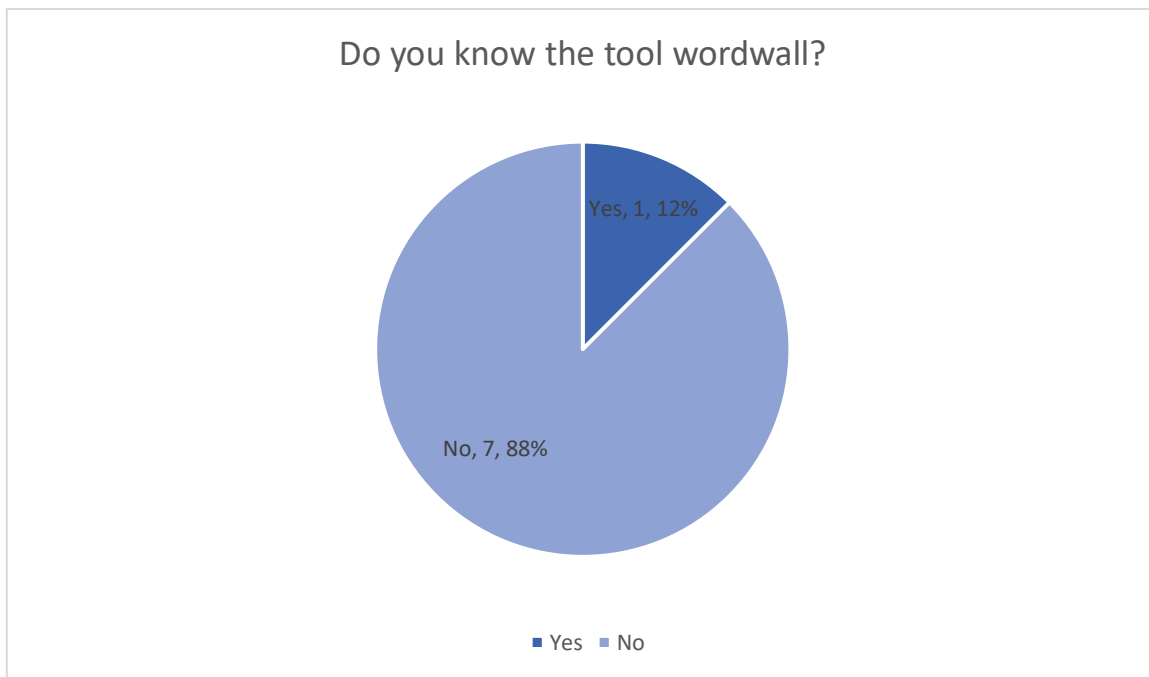
Figure 8

Source: questionnaire applied to the students of section 11-4 from Liceo de Santa Bárbara High School, 2023.

Results: Graphic number eight shows the result of the question: Do you know the tool wordwall?

- 88% of the students do not know the tool wordwall.

- 12% of the students know the tool wordwall.

Interpretation: Graphic number eight shows that 88% of the students do not know the tool wordwall and 12% of the students know the tool wordwall.

Figure 9

Do you know the tool liveworksheets?

No, 0, 0%

Yes, 8, 100%

■ Yes ■ No

Source: questionnaire applied to the students of section 11-4 from Liceo de Santa Bárbara

High School, 2023.

Results: Graphic number nine shows the result of the question: Do you know the tool
liveworksheets?

- 100% of the students do not know the tool liveworksheets.

- 0% of the students know the tool liveworksheets.

Interpretation: Graphic number eight shows that 100% of the students do not know the

tool liveworksheets and 0% of the students know the tool liveworksheets.

Preguntas abiertas

4.1.2 Observation

An observation was implemented to collect information from the students of Liceo de

Santa Bárbara High School with a total of eight items to observe. The observation gave the

following results:

- The only digital activity observed in the classroom was a listening activity which was played by the teacher on her computer, the activity was part of one of the book's exercises, besides this one, there was not any other digital activity in the classroom.

- In the institution there is a free internet connection for teachers and students, however, the connection is not always stable.

- In the classroom there are some electronic devices to teach a class with digital activities, the teacher had a computer, video beam, and a blank screen for the project, however, those tools belonged to the teacher, and the high school does not count with technological devices.

- In the classes observed the teacher only used the book, and some of the students did not have it.

- The teacher promoted class participation by asking students questions in English and Spanish.

- There was not a specific method of teaching, the teacher used different methods to get answers from the students.

- The teacher tried to develop the speaking skill; however, it was difficult since some students did not understand what she was asking.

- The teacher tried to develop linguistic intelligence by asking the students to ask simple questions in English, questions like: may I go to the restroom? And basic commands, however, it was difficult since some students are not used to using the language in the classroom.

In the questionnaire were three open questions which give the opinion of the students about how an English class can be improved, what things students would change about the classroom and what technological tools they have used in their English class. All the students think that technology can improve their English level, also they would like to implement extra activities to practice their speaking and listening, and finally students mentioned that they have used Duolingo, a videobeam, and their cellphones in the English class.

Chapter V

Conclusions and recommendations

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5.1 Conclusions

This research aimed to answer the problem about what is the impact of using wordwall, liveworksheets, and the implementation of linguistic intelligence strategies to enhance speaking skills in the classroom with students of eleventh grade from Liceo de Santa Bárbara de Heredia in the first quarter of 2023. Furthermore, the research included a questionnaire to obtain information that looked for the specific objectives in the first chapter.

General objective

a) To analyze the impact of using wordwall, liveworksheets, and the implementation of linguistic intelligence strategies to enhance speaking skills in the classroom with students of eleventh grade from Liceo de Santa Bárbara de Heredia in the first quarter of 2023.

Referent of the general objective:

In respect of the general objective, it is concluded that students understand the impact of adding technological activities in the classroom, students think that including different tools could improve their English level as well as implement linguistic intelligence strategies to improve their speaking skills.

Specific Objectives:

a) To describe the importance of the use of wordwall, liveworksheets, and the implementation of linguistic intelligence strategies to enhance speaking skills in the classroom.

b) To determine the advantages of wordwall, liveworksheets, and the implementation of linguistic intelligence strategies to enhance speaking skills in the classroom.

c) To demonstrate the effectiveness of wordwall, liveworksheets, and the implementation of linguistic intelligence strategies to enhance speaking skills in the classroom.

Referent of the first specific objective:

It is concluded that students know the importance of implementing technological tools like wordwall or liveworksheets in the classroom, even if they are not related to these websites, they think that technology can help them in the English learning process, as well as the implementation of linguistic intelligence strategies to enhance speaking skills. Applying technology in the classroom could motivate students and give them the necessary tools to learn English, all of the students had a cellphone and this can allow teachers to implement different activities to learn the language.

Referent of the second specific objective:

It is concluded that there are some advantages to using technology in the classroom, and there are many approaches teachers can use to implement technology in the classroom. "Computer technologies and the Internet are powerful tools for assisting these approaches to language teaching." (Wang, 2005, p. 40). According to the students they would like to use technological tools like wordwall and liveworksheets to improve their English learning process, as well as the implementation of linguistic intelligence strategies to enhance speaking skills.

Referent of the third specific objective:

It is concluded that there is effectiveness in using tools like wordwall and liveworksheets, nowadays technology is even more important day after day and students would like to have the opportunity to use it in the classroom to learn differently or to improve what they have learned so far. In addition, students would like to know more about linguistic intelligence and the strategies to enhance speaking skills.

5.2 Recommendations

Taking into consideration the previous objectives it is recommended that the teacher asks the institution for the correct equipment to implement technology in the classroom or use her equipment to have a technological classroom, this could get students interested in learning a new language.

On the other hand, teachers and students should understand how to use websites like wordwall or liveworksheets to implement them in the classroom and obtain the result they are searching for and succeed in the objective. Using different websites can encourage students in learning or improving the English language.

To improve or develop linguistic intelligence in the classrooms teachers and students need to understand more about how to use different strategies to improve or develop linguistic intelligence in the classroom to enhance speaking skills, and in this way, they can develop those strategies and get the ideal result.

Understanding the importance of using technology in the classrooms is the first step to accomplishing all the objectives planted in this research, there will be some obstacles that need to be crossed over, however, it is not impossible to get throw them and succeed in the use of technology in the classroom and start a new era.

Chapter VI

Proposal

6.1 Proposal

This proposal takes into consideration what the students of Liceo de Santa Bárbara High School think about the implementation of linguistic intelligence and technological tools like wordwall and liveworksheets to improve the speaking skills of students. In addition, find a reasonable solution to the problem. This proposal includes the implementation of technology in the classroom as well as different strategies to improve linguistic intelligence in the classroom. It is significant that teachers understand the importance of implementing technology in the classroom to improve linguistic intelligence and enhance speaking skills.

6.2 Name of the proposal

To implement the linguistic intelligence and technological tools like wordwall and liveworksheets to improve the speaking skills of students.

6.3 Place to be developed

This proposal will be proposed at Liceo de Santa Bárbara High School to assist eleventh-grade students to improve their speaking skills. The population involved is the same as the one included in the research.

6.4 Objectives

6.4.1 General objective of the proposal

a) To implement websites like wordwall, liveworksheets, and of linguistic intelligence strategies to enhance speaking skills in the classroom with students

of eleventh grade from Liceo de Santa Bárbara de Heredia in the first quarter of 2023.

6.4.2 Specific objectives of the proposal

a) To apply websites like wordwall, liveworksheets, and of linguistic intelligence strategies to enhance speaking skills in the classroom with students of eleventh grade from Liceo de Santa Bárbara de Heredia in the first quarter of 2023.

b) To determine if the websites like wordwall, liveworksheets, and of linguistic intelligence strategies enhance speaking skills in the classroom with students of eleventh grade from Liceo de Santa Bárbara de Heredia in the first quarter of 2023.

6.5 Necessary budget of the proposal

The budget for this proposal is accessible since the teacher can ask the technological appliances to the high school's board, also based on the observation of the classroom all the students had their cellphones and the high school provides free internet connection for students and teachers. There is no need to pay for the websites since so far they are free.

6.6 Suggested activities

Many activities can be implemented in the classroom. The first activity would be a worksheet on the platform liveworksheets, the worksheet is about daily routines and adverbs of frequency. The aim of this activity is that students fill out the worksheet with the daily activities they do and how often they do them, and finally, they can share that information with to rest of the classroom. This is the link for this exercise https://es.liveworksheets.com/rq2859636xh.

The second activity can be speaking cards from the website wordwall, the teacher can share those cards on a projector or computer and ask them one question to each student and of course, the student must try to answer it using as much English as possible. This is the link for this exercise https://wordwall.net/es/resource/38370070/speaking-for-kids.

The third activity can be storytelling, the teacher can print or present on the computer some random pictures and the students create a story with those pictures, the aim is this activity is that each student has a picture, and they add a piece of the story based on the picture. The piece of the story must have coherence with the rest of the story.

The fourth activity can be a roleplay where students brainstorm some ideas to present the roleplay in front of the class. The teacher can give students a specific topic or let students pick the topic.

The last activity can be to write a journal, students can write at least one sentence about what they did that day and then present it in front of the class, the teacher can encourage them to do the most creative journal and give that student a present, like a chocolate or a candy. All those activities can help students to improve their speaking skill as well as their linguistic intelligence.

Annexes

Annex 1

Thesis Instrument

Student: Paola Loría Villalobos

Tutor: Ariel Vargas Vindas

Observation		
Are digital activities used in the class?	Yes	No
Is there a free internet connection for students and teachers?	Yes	No
Do students and professors have the necessary electronic devices to teach a class with digital activities?	Yes	No
Is there any activity in class or do they only use the book?	Yes	No
Can students participate actively in the class?	Yes	No
Is there a specific method to teach English?	Yes	No
Does the teacher try to develop speaking skills in class?	Yes	No
Does the teacher try to develop the linguistic intelligence in class?	Yes	No

Annex 2

Thesis Instrument

Student: Paola Loría Villalobos

Tutor: Ariel Vargas Vindas

Survey:

Part I: Multiple intelligences

1- How much do you know about multiple intelligences?

a) a lot

b) a little

c) nothing (Go to part II)

2- Do you know who proposed the multiple intelligences theory?

a) Jean Piaget

b) Howard Garner

c) I do not know

3- How many multiple intelligences do you know?

a) All 7

b) More than 4

c) Less than 4

4- Which of the multiple intelligences do you think you have more develop?

a) Linguistic intelligence

b) Logical-Mathematical intelligence

c) Viso-Spatial intelligence

d) Kinestetic intelligence

e) Musical intelligence

f) Intrapersonal intelligence

g) Interpersonal intelligence

h) Naturalist intelligence

5- Which intelligence do you think is related with learning English?

a) Linguistic intelligence

b) Logical-Mathematical intelligence

c) Viso-Spatial intelligence

d) Kinestetic intelligence

e) Musical intelligence

f) Intrapersonal intelligence

g) Interpersonal intelligence

h) Naturalist intelligence

Part II: Use of technology in the classroom

1- Do you think technology helps to improve the English learning?

a) no

b) yes

2- Would you like to use technological tools in the classroom to learn English?

a) no

b) yes

3- Do you know the tool wordwall?

a) no

b) yes

4- Do you know the tool liveworksheets?

a) no

b) yes

5- How do you think the English class could improve with technology?

_____

_____

_____

 6- Which technological tools have you used in the English class?

_____

_____

_____

7- What would you like to change in your English class to make it better?

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