



UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
LANGUAGE DEPARTMENT

A COMMUNICATIVE ENGLISH COURSE FOR CHILDREN AMONG THE  
AGES OF 6- 12 USING HOWARD GARDNER'S MULTIPLE  
INTELLIGENCES THEORY

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## **INTRODUCTION**

The qualitative research study “A Communicative English Course Design for Children among the Ages of 6 - 12 Using Howard Gardner Multiple Intelligences Theory” at the Western Multidisciplinary Campus of the University of El Salvador builds on the necessity to design an English course syllabus and select an appropriate textbook to support EFL teachers in the English Extension Program. This qualitative study will help EFL teachers guide the instruction successfully in order to make children learn the target language through the application of Howard Gardner’s Theory of Multiple Intelligences.

This document is made up of three chapters. Chapter I presents the description of the problem, reasons of designing a communicative course for children, the objectives that led this qualitative research study, the theoretical framework, and the methodological procedures used to collect data. Chapter II contains the analysis and interpretation of data collected through the administration of the instruments that helped the researchers find out which textbook would better contribute to develop children’s English language proficiency through the implementation of the MI theory. Finally, in Chapter III, the researchers present the conclusions, recommendations, bibliographical references, and appendices.



**CHAPTER I**  
**RESEARCH DESIGN**  
**I. STATEMENT OF THE PROBLEM**

The Western Multidisciplinary Campus of the University of El Salvador as part of its service to the community will open an English Extension Program for adults, teenagers, and children so that they have the opportunity to learn a foreign language. In this regard, the foreign language department will open the different levels of English and French both in the Saturday and intensive programs. Unfortunately, the English Extension Program of the Western Multidisciplinary Campus of the University of El Salvador does not include any details about how the course for children will be conducted. Besides, it does not suggest the textbook to be used. Even though a textbook does not guarantee that the course will be successful, the selection of a good book that contains enjoyable activities will help EFL teachers develop children's communicative abilities.

This research work focuses on the necessity to design a communicative English course for 6 - 12 children because EFL teachers have a big challenge to make the learning process interesting and meaningful for all children, since they bring in a great variety of learning styles, special interests, and talents into the classroom. For example, there are children who are natural leaders and those who follow the lead of others. Some children like mathematics, while others hate it. On the other hand, other children like

activities, which require them to move their muscles in order to perform games and other activities, while other children learn best by seeing pictures or drawings. That is why, EFL teachers have to recognize such strengths and weaknesses in their classrooms and take them into account when preparing their lessons in order to motivate and involve all children in their classes. Thus, teachers at the English Extension Program will avoid some difficulties in the classroom because of their children's different learning styles or their lack of interest to learn the foreign language.

Teachers frequently do not have relevant material and activities to motivate children to develop their language skills. That is why, it is important to have clear methodological procedures to deliver instruction and a clear focus on what the methodology to be used intends to achieve. Moreover, the evaluation system, objectives, and the contents are necessary to guide the teaching-learning process systematically to develop children's abilities to communicate in the target language. For instance, teachers have to make use of different and meaningful activities such as singing, chanting, dancing, drawing, and painting to help children communicate in English in a fluent and efficient way. Besides, teachers have to structure their lessons so that all children's learning styles are stimulated (Rodgers, 2003). In this regard, Howard Gardner (1987) describes eight different intelligences which differ from child to child, and this theory changes the view that the most intelligent children are the ones who get the highest grades. Though such children get

excellent grades, they are not able to apply their knowledge in real context. Therefore, EFL teachers must foster the development of their students' talents and skills by utilizing different resources and activities that engage all students in general.

## **II. JUSTIFICATION**

Since learning English has become a great necessity for most people, the Language Department of the Western Multidisciplinary Campus of the University of El Salvador will benefit the population of the western zone through the implementation of the English Extension Program for adults, teenagers, and children. However, the English Extension Program does not contemplate a course syllabus to develop children's communicative abilities systematically. Therefore, both an appropriate course design and the selection of a textbook are compulsory in the program to encourage children to learn English and foster a classroom environment in which they feel motivated and willing to learn the target language.

Children have a much better capacity to learn a foreign or second language than teenagers or adults do because during the first years, children get to know their environment better and their minds store information faster. As a result, they may also learn a foreign language more effectively because learning a target language becomes a natural process in which they learn by

practicing, performing tasks, and imitating what they see in the environment. For this reason, the main purpose of this qualitative research study is to design the English course for children between the ages of 6 – 12 to help them develop their communicative skills effectively and systematically, for a course design helps teachers guide the teaching-learning process more efficiently. In addition, it provides a clear vision of the objectives, methodological procedures, contents, textbook selection, and other educational resources to make the English language appealing to children.

Moreover, this research work focuses on the implementation of Howard Gardner's Multiple Intelligences theory to help children develop their language skills. Applying the MI theory in the course that the language department will implement in the year 2005 at the Western Multidisciplinary Campus of the University of El Salvador will benefit children, and it will be based on the different needs and ways they learn. In this manner, children will be exposed to different and meaningful activities to develop their communicative abilities. The purpose of having an EFL course for children in which the MI theory will be applied is that all children learn the target language in a systematic, motivating, and conducive learning setting. The MI theory implies the use of lots of techniques and strategies to suit the different students' learning styles. Moreover, the application of Gardner's MI theory in the course design will also help EFL teachers find the most appropriate

educational tools to address children's learning differences and needs in the classroom.

### **III. OBJECTIVES**

#### **A. General Objective:**

To design a communicative English course utilizing Howard Gardner's Multiple Intelligences Theory for children between the ages of 6 - 12 at the English Extension Program on the Western Multidisciplinary Campus of the University of El Salvador

#### **B. Specific Objectives:**

To provide the English Extension Program at the Western Multidisciplinary Campus of the University of El Salvador with a communicative English course design for children between the ages of 6 – 12

To foster the use of the MI theory in the communicative English course for children between the ages of 6 – 12 on the English Extension Program at the Western Multidisciplinary Campus of the University of El Salvador

#### **IV. THEORETICAL FRAMEWORK**

According to Smith (1970), even though children do not know how to read and write, they are able to recognize sounds to communicate with other people at a very young age. These kids only listen to the word and see the picture, and then they repeat such a word and even identify its meaning. However, learning a foreign language is not relevant for some children, and they do not see the usefulness the new language may have afterwards. In this situation, the teaching-learning process becomes harder for any teacher to develop his or her classes successfully. In this regard, Gurrey (1955) points out that teachers need to use all their skills, energies, and abilities while teaching.

In addition, teachers must know a variety of teaching methods and activities, which engage the majority of children's likes and interests in order to change the classroom environment and the children's attitudes toward English. In other words, the role of the teachers must change, since they cannot continue tailoring their lessons to the institution's needs but to the students' needs to foster their success in learning the target language.

When the teacher implements activities that improve the teaching-learning process, it becomes also necessary to realize to what degree children are able to handle the new language in real contexts. Normally, the child who gets the highest grade is considered the most intelligent, since he

or she knows the correct answers for each question. In like manner, Intelligence tests can predict how intelligent a person is. When children are exposed to these tests to measure their IQ, they have to respond to general or specific questions such as: “Who discovered America?” Or “what is the function of the stomach?” Finally, the evaluator grades all the answers and gets a mark for the children. Unfortunately, the grade of a test of intelligence does not predict how successful these children will be in the future (Gardner, 1987), as some children memorize the answers for expected questions to get high grades in their evaluations. That is why, intelligence tests are not applicable to predict how intelligent a child is in real problem-solving situations.

So, how is intelligence defined? Intelligence is the capacity to acquire and apply experience, knowledge, and reasoning in order to solve problems (Morby’s Medical Nursing and Allied Health Dictionary). Nevertheless, modern psychologists state two different points of view about intelligence. On the one hand, they refer to “intelligent acts” in which the most intelligent person is the one whose actions or performances are excellent. On the other, they refer to “mental processes” in which that person with a great ability to analyze and solve certain situations using his or her thinking or reasoning is the most intelligent one (Christison, 1998). In contrast to these points of view, in his work, *Frames of Mind*, Howard Gardner (1987) describes a different conception of intelligence. He points out that there are many

different ways of cognition and that each individual possesses different strengths and abilities which can also be considered as intelligence. Gardner presents these different interests or likes in his Theory of Multiple Intelligences in which he states eight different intelligences.

First, the logical-mathematical intelligence consists of reasoning logically using numbers accurately. Children with logical mathematical intelligence like mathematics, solve puzzles, crosswords or any other activity in which they use their thinking easily. Second, children with linguistic intelligence are able to use the language effectively. These children always interrupt the class trying to tell what they did during the weekend, like to recite poems, give lectures, or actively participate in debates. These children also express their ideas, feelings, and thoughts easily. Third, children with spatial intelligence possess the ability to sense form, space, color, line, and shape, They also prefer looking at graphs, charts, and pictures in their textbooks, since they really enjoy working with attractive and colorful material. Fourth, children with musical intelligence enjoy singing and chanting in class and sense rhythm, pitch, and form as these activities help them to review or learn new vocabulary in an easy and funny way (Christison, 1998).

Fifth, children with bodily-kinesthetic intelligence have the ability to coordinate body movements and use their bodies to express themselves. As a result, they are good at sports or any other activity that requires them to use their body. Sixth, children with Intrapersonal Intelligence understand their



own strengths, weaknesses, moods, desires, and feelings. In addition, they enjoy talking about themselves and prefer performing tasks alone. Seventh, children with Intrapersonal intelligence enjoy working with others because they have the ability to understand other people's ideas, feelings, and strengths. Finally, children with naturalist intelligence do like plant or animal projects, and they also like to investigate about minerals, rocks, and all varieties of fauna and flora, since the outside world is very meaningful to them (Christison,1998).

Consequently, teachers necessitate to have a well-organized course, which helps them guide the teaching process effectively. According to Hoerr (2002), to develop a course in which the MI theory is applied will take more time, but it will be also more successful and rewarding. In fact, teachers have to look for material and prepare their lessons including all intelligence types so that students learn the language through a more attractive way. For instance, the use of a textbook can help EFL teachers to develop their classes in a very interesting way. For this reason, there must be a textbook that is compatible with the course design using the MI theory. It means that the book must contain activities that help teachers develop their students' different abilities and inspire them to learn more. As Dubin and Olshtain (1986) suggest the methodological procedures and techniques as well as the presentation of the contents have to be in harmony with the details given in the course design. Moreover, these authors point out that a good book must

provide different and exciting activities to suit students' learning preferences. In this regard, teachers have to be conscious about the hard work they have to do while teaching the new language to students, since they have to incorporate the eight intelligences into their classrooms. However, when teachers develop their classes applying the MI theory, they will realize the benefits they can reach through its implementation.

For instance, Thomas Hoerr (2002), director of New City School, says that in forty-one institutions where the MI theory is being applied, the school authorities have discerned certain growth in students who used to have learning problems. Also, they have realized that discipline problems are less frequent since students are motivated and excited about learning and that students' grades have improved. This success is due to the implementation of the MI theory in the classroom. That is why, teachers have to be conscious that implementing the MI theory requires them to change pedagogy and assessment techniques. In this way, students will have the opportunity to develop their language skills and intelligence types (Hoer, 2002).

Applying the MI theory in the EFL classroom implies that teachers have to recognize and teach a broader range of talents and skills (Gardner, 1987), and they have to be aware that children learn in different ways. That is, teachers have to pay attention to the activities children enjoy performing in order to vary the presentation of their classes and include activities with each intelligence. For instance, to develop their students' linguistic intelligence,

teacher may bring word games or debates, or they can sing or chant in order to develop their musical intelligence (Rodgers ,2003).

New learners must be exposed to good pronunciation, correct grammar, and sentence structures at the very beginning of the language instruction. In this manner, they can establish firm habits of correct language usage, and there will be no need of correctness later, since it is much more difficult to learn correct usage when incorrect forms and structures have been acquired (Gurrey, 1955). That is why, EFL teachers need a lot of energy and patience to make children practice and progress in their language learning. Children can learn the foreign language easily if they develop their talents with the correct instruction from skillful teachers. For this reason, teachers need to be conscious about the challenge to make their students learn the new language through appropriate and effective language instruction and an appropriate curriculum design.

## **V. METHODOLOGY**

This research work will be conducted using the qualitative research model, which is concerned with the opinions, experiences, and feelings of individuals. In this way, the researchers will describe the application of Howard Gardner's Multiple Intelligences Theory in the EFL classroom in order to design a communicative English course for children at the Western

Multidisciplinary Campus of the University of El Salvador. The purpose of such a course design is to help teachers develop their classes systematically and benefit children to acquire the target language in an easy and funny way.

In order to support teachers' classes, the researchers will suggest the use of a textbook. Thus, it will be necessary to revise different textbooks that are already being used in some elementary schools in Santa Ana. As a result, the researchers will design the following instruments to collect data.

- 1- A letter will be addressed to the principals of Colegio Bautista, Juan XXIII, Santa Maria, and the English Extension Children Program at UNICO. The researchers selected these institutions because they offer students the opportunity to learn English as a foreign language since elementary school. Besides, teachers in these schools use textbooks to support their classes. Through this instrument, the researchers will ask for permission to interview elementary school English teachers and to observe some classes.
- 2- An interview will be conducted to know how applicable the textbook the institution uses is to develop children's multiple intelligences.
- 3- A structured observation checklist will be utilized to realize how applicable the textbooks are in the EFL classroom in order to develop children's different intelligences.

4- A checklist will be designed to revise the textbook that the interviewees are using. This instrument will help to find out which textbook is more applicable to develop children's multiple intelligences. After revising the textbooks, the researchers will select the most suitable textbook that may be used in the conversational English course for children.

Furthermore, a course syllabus will be designed in order to guide the teaching- learning process. The syllabus will suggest the contents to be developed in the Children's Program, the recommended textbook, the evaluation system, and the methodological procedures.

### **ANALYSIS AND INTERPRETATION OF DATA**

The results gathered through the instruments will be analyzed and interpreted through matrices in order to design a course program for children and select the textbook that may support teachers' work in the conversational English course for children.



## **CHAPTER II ANALYSIS AND INTERPRETATION OF DATA**

To design the communicative English course for children 6-12 using Howard Gardner's Multiple Intelligence Theory at the Western Multidisciplinary Campus of the University of El Salvador, the researchers will suggest the use of a course book. As a result, it was necessary to revise some textbooks used in some elementary schools in Santa Ana. The purpose of revising those textbooks was to select the book, which promotes activities to develop children's multiple intelligences in order to help EFL teachers deliver instruction much better in the English course.

### **I. METHOD**

#### **Subjects**

The researchers used the qualitative research method in the execution of this project. To carry out this research project, the researchers chose four elementary schools in Santa Ana where English is taught since elementary school: C. E. C. Juan XXIII, Colegio Bautista, Colegio Santa Maria, and the Children Extension Program at UNICO and five elementary school teachers of English. On the other hand, the textbooks Kiwi, Seesaw, Happy Times, and Best Friends, which are used in each of the above mentioned elementary schools were revised to collect and analyze data.

## II. MATERIALS

The researchers designed a checklist to revise the books *Kiwi*, *Seesaw*, *Best Friends*, and *Happy Times*, an interview addressed to elementary school teachers of English, and a checklist to observe classes. These instruments helped the researchers collect data to decide which textbook would better contribute to develop children's communicative abilities through the implementation of the MI theory.

### A. Checklist to revise textbooks

This instrument was elaborated in order to assess the applicability of the MI theory in the textbooks used in some elementary schools in Santa Ana. This checklist was made up of eight parts, one for each intelligence, and there were five questions encompassing each intelligence. It was administered from October 22 to November 12. Through this instrument, the researchers evaluated the books and determined if the activities promoted the development of the eight intelligences (See appendix A).

### B. Interview addressed to elementary school teachers of English

It was addressed to some elementary school teachers of English, and it was made up of two open questions and nine yes – no questions. EFL teachers were interviewed from October 25 to November 12. The first two questions collected information about the teachers' knowledge of the MI theory and its application in the EFL classroom. The other questions provided information about the kind of activities that the teachers found in the



textbooks they were using and their applicability to develop children's multiple intelligences (See appendix B).

### C. Observation Checklist

The objective of this checklist was to observe to what extent the textbooks were useful to develop children's different intelligences during classes so that some classes were observed at the four schools from October 4 to October 30. This instrument was also divided into eight parts; each of them consisted of five questions related to the eight different intelligences by Gardner's theory in order to find out if children performed activities that could help them develop the eight intelligences through the use of the textbook in the classroom (See appendix C).

### III. PROCEDURE

To select the book that may be used in the communicative English course for children among the ages of 6 - 12 at the Western Multidisciplinary Campus of the University of El Salvador, the researchers administered the revision checklist, the interview, and the observation checklist in six weeks, from October 4<sup>th</sup> to November 12<sup>th</sup>, 2004. In this stage, several classes were observed in the four elementary schools. At Juan XXIII, the researchers observed classes on October 4 and 11. At Colegio Bautista, some classes were observed on October 5, 8, and 11. On October, 11, 13, 18, 20, the researchers could observe classes at Santa Maria School. Finally at the English Extension Children Program at UNICO, classes were observed on

October 23 and 30. After observing such classes, the researchers revised the textbooks used in each institution. The researchers revised the book Kiwi on October 25, the book Seesaw on October 22, the book Happy Times on November 12, and the book Best Friends on October 30. Moreover, the researchers interviewed the elementary school teachers of English on October 25, November 5, November 12, and October 30 respectively.

#### IV. RESULTS

##### A. Observation Checklist

The researchers considered only five activities among the variety of tasks that may be carried out to develop each intelligence (linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, naturalist, intrapersonal, and interpersonal) in order to observe if they were implemented in the EFL classroom through the textbook of each school. At Colegio Juan XXIII, the researchers observed that some activities from the textbook Kiwi were carried out to develop children's linguistic, spatial, intrapersonal and interpersonal intelligences. At Colegio Bautista, the researchers noticed that the textbook Seesaw promoted activities to develop seven of the eight children's intelligences except the naturalist one. At Colegio Santa Maria, the researchers realized that activities which develop the linguistic, visual, musical, interpersonal, and intrapersonal intelligences were carried out through the use of the textbook Happy Times. Only a few activities from the textbook developed the mathematical and musical intelligences and there

was not any activity to develop children’s naturalist intelligence. At the English Extension Children Program at UNICO, the researchers could observe that some activities from the textbook Best Friends were used to develop children’s intelligences but the naturalist one.

B. Revision Checklist

The researchers obtained the following results through the revision of the four textbooks used in some elementary schools in Santa Ana.

Part I. Linguistic Intelligence

QUESTION	RESULTS
Does the book contain writing activities?	The four textbooks contain different writing activities.
Does the book include reading activities?	The four books include reading activities.
Does the book contain activities for children to express themselves in the oral form?	The four books contain activities in which children are required to express themselves orally.

Does the book offer story telling?	All four books include story telling.
Are there any word games in the book?	The four books have some word games.

In short, the four books, Kiwi, Seesaw, Best friends, and Happy Times promote activities to help children develop their linguistic intelligence.

## Part II. Logical Mathematical Intelligence

QUESTION	RESULTS
Does the book contain crosswords?	The textbooks Kiwi and Happy Times do not contain any crossword. The other two books contain few crosswords.
Does the book have memorization activities?	The four books include activities for students to use their memory.
Does the book have logic puzzles or mazes?	The four books contain puzzles or mazes.
Does the book have activities for children to	All of them contain activities related to numbers.

manipulate numbers?	
Does the book include problem-solving activities?	Only the book Best Friends contains problem-solving activities.

In brief, the book Best Friends promotes more activities, which help children develop their logical-mathematical intelligence.

### Part III. Musical Intelligence

QUESTION	RESULTS
Does the book contain songs?	The four books have songs.
Does the book contain chants?	The four books contain some chants.
Does the book offer poetry?	The books Kiwi and Happy Times do not offer poetry. The other two books include this kind of activities.
Does the book include pronunciation activities?	The four books include pronunciation activities.

Does the book have listening activities'	The four books include a variety of listening activities
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To sum up, the books Best friends and Seesaw promote more activities to help children develop their musical intelligence than the books Kiwi and Happy Times.

#### Part IV. Bodily Kinesthetic Intelligence

QUESTION	RESULTS
Does the book have activities that require students to move?	Only the book Seesaw contains this kind of activities.
Does the book have songs that promote dancing?	The books Seesaw and Happy Times promote dancing through listening to songs.
Does the book promote miming activities?	The books Kiwi and Seesaw contain some activities for miming.
Does the book include craft activities?	The books Seesaw and Best Friends include craft activities.
Does the book include class projects?	Only the book Best Friends offers this kind of activities.

The book Seesaw promotes more activities to help children develop their bodily-kinesthetic intelligence than the other three books.

#### Part V. Spatial Intelligence

QUESTION	RESULTS
Does the book have activities in which films are required?	None of the books include activities, which require to watch films.
Does the book have colorful pictures?	The four books have a lot of colorful pictures.
Does the book offer visualization activities?	The four books include visualization activities.
Does the book have grafts or charts?	All the books include some charts and graphs.
Does the book promote drawing activities?	The four books offer activities for drawing.

The four books promote activities to help children develop their spatial intelligence.

## Part VI. Naturalist Intelligence

QUESTION	RESULTS
Does the book promote outdoor activities?	None of the books promote outdoor activities.
Does the book promote plant or animal projects?	None of the books promote plant or animal projects.
Does the book include activities for children work with artifacts?	None of the books include these activities.
Does the book have activities for children to perform scientific demonstrations?	None of the books have activities for children to perform scientific demonstrations.

None of the books promote activities to help children develop their naturalistic intelligence.

## Part VII. Intrapersonal Intelligence

QUESTION	RESULTS
Does the book promote activities for children to work alone or independently?	All the books have activities in which children work individually.



Does the book promote activities for children to make decisions and choices about themselves?	The books Seesaw and Happy Times offer decision-making and choice activities.
Does the book promote personal values tasks?	The four books have activities in which children learn moral values.
Does the book promote goal-setting activities?	The book Kiwi does not have goal – seating activities, while the other books include some.
Does the book promote activities so that children can express their likes or dislikes?	The books offer this kind of activities except the book Kiwi.

The books Seesaw and Happy Times promote more activities to help children develop their Intrapersonal intelligence.

#### Part VIII. Interpersonal Intelligence

QUESTION	RESULTS
Does the book promote question-answer activities?	The four books include question-answer activities.
Does the book promote activities for	Only the books Seesaw and Best

children to show how to do something?	Friends contain how-to activities.
Does the book promote role-play activities?	The four books include role play activities.
Does the book contain group work activities?	The four books include group work activities.
Does the book promote small group discussions?	None of the books include small group discussions.

As a result, the books Seesaw and Best Friends promote more activities to help children develop their interpersonal intelligence.

### C. Interview

The following results were obtained through the administration of the interviews to five elementary school teachers of English.

QUESTION	ANALYSIS
What do you know about Gardner's Multiple Intelligence Theory?	Most teachers do not grasp the fundamentals of Howard Gardner's MI theory or they have a vague idea about it.

<p>What do you think about the implementation of the MI theory in the EFL classroom?</p>	<p>Four teachers agreed that the implementation of such a theory is a good idea because it can help children learn the foreign language better. Besides, one teacher mentioned that it is necessary to have an English program designed for children.</p>
<p>Do you use any textbook?</p>	<p>The five teachers use a textbook in their classes.</p>
<p>Does the book offer opportunities for physical challenges during the class?</p>	<p>Two teachers said that the book they are using does not offer opportunities for physical challenges during classes.</p>
<p>Does the book promote activities to use the language both in oral and written form?</p>	<p>The five teachers considered that the book promotes more writing activities than oral ones.</p>
<p>Does the book offer activities in which students have to use their thinking or reasoning?</p>	<p>Three teachers said that the textbooks do not have enough activities for students to use their thinking or reasoning.</p>
<p>Does the book include chanting, singing, or any listening activities?</p>	<p>All the textbooks contain listening activities such as singing or chanting,</p>

Does the book contain visual mapping activities?	Four teachers said that the textbooks include activities that help children develop their spatial intelligence.
Does the book promote pair and group activities?	Four teachers considered that their textbooks include pair and group activities.
Does the book include activities for the students to express their own preferences and ideas?	Four teachers noticed that the textbooks include activities through which children can express their own ideas and preferences.
Does the book promote activities for the students to focus their attention on the world outside the classroom?	All the textbooks do not foster activities for children to focus their attention in the outside world.

## V. DISCUSSION

To select the book that contains more activities to develop children's multiple intelligences, the researchers analyzed the data collected through the observation checklist, the checklist to revise the books, and the interview addressed to elementary school teachers of English.

Through the observation checklist, the researchers observed that the book Kiwi contains activities to develop the linguistic, visual, intrapersonal, and interpersonal intelligences. Besides, through the revision checklist, the

researchers noticed that the book Kiwi promotes activities to develop the linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, intrapersonal, and interpersonal intelligences. Finally, through the interview, the researchers realized that the book Kiwi fosters the linguistic, musical, spatial, and interpersonal intelligences.

The researchers observed that some activities were carried out to develop children's linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, intrapersonal, and interpersonal intelligences through the use of the book Seesaw. Moreover, through the revision checklist, the researchers could realize that the book Seesaw promotes activities to develop seven intelligences except the naturalist intelligence. Based on the answers that the elementary school teacher of English at Colegio Bautista gave, the book Seesaw contains activities to develop children's linguistic, logical-mathematical, musical, spatial, interpersonal, and intrapersonal intelligences.

The researchers could observe that children using the book Best Friends performed some tasks to develop seven intelligences but the naturalist intelligence. Through the revision checklist, the researchers determined that the book Best friends offers activities to develop children's intelligences except the naturalist intelligence. Through the interview, the researchers noticed that the book Best Friends has activities to develop children's linguistic, logical-mathematical, musical, spatial, interpersonal, and intrapersonal intelligences.

Through the book *Happy Times*, the teacher carried out some activities to develop five intelligences: linguistic, musical, spatial, interpersonal, and intrapersonal. Through the revision checklist, the researcher could notice that the book *Happy Times* promotes seven intelligences except the naturalist intelligence. Finally, the book *Happy Times* fosters the linguistic, bodily-kinesthetic, musical, spatial, and intrapersonal intelligences based on the teacher's answers in the interview.

In this manner, the researchers concluded that the books *Kiwi*, *Seesaw*, *Best Friends*, and *Happy Times* may be useful in the communicative English course because each book contains different activities to develop children's multiple intelligences. However none of the books foster the development of children's naturalist intelligence. These books contain topics related to the outside world, but they are not developed in real context. For instance, in book *Seesaw 3*, unit 9 is related to the topic "Vacation Places," which presents different places to visit, but it never suggests a field trip or other naturalist activities for children to see the real place.

Nevertheless, the book *Seesaw* better supports EFL teachers to develop children's communicative abilities through the implementation of the theory of multiple intelligences in the communicative English course for 7-12 children at the English Extension Program on the Western Multidisciplinary Campus of the University of El Salvador because it promotes more interesting and motivating activities to develop children's linguistic, logical-mathematical,

musical, bodily-kinesthetic, spatial, intrapersonal, and interpersonal intelligences. Besides, this book contains a balanced variety of dynamic activities that are relevant to the different age groups. For example, the book Seesaw promotes games, chants, action songs, quizzes, and stories which are all enjoyable ways of involving children in using the target language. Besides, the book Seesaw includes a workbook that can help children develop their writing skills as well as posters and flashcards. Each unit of the book Seesaw includes a vocabulary presentation, grammar presentation, grammar practice, and a unit review. Moreover, the teacher's guide offers more interesting activities that can also help EFL teachers develop their instruction successfully. The book Seesaw is a good option to develop children's communicative abilities because it integrates the four macro skills (listening, speaking, reading, and writing).

On the other hand, for six-year old children, it will be necessary to carry out different activities since they still cannot write or read well. For this reason, the researchers suggest the use of the textbook Kiwi 2, which does not promote complex writing activities. It includes a lot of drawing and coloring activities, and there are very basic grammatical structures for children to develop their communicative abilities.

## **CHAPTER III CONCLUSIONS, RECOMMENDATIONS, APPENDIXES, AND REFERENCES**

### **I. CONCLUSIONS**

Through the results obtained from the analysis and interpretation of data and through the revision of other research studies about Howard Gardner's Multiple Intelligences Theory, the researchers conclude the following:

- Teachers do not know much about the fundamentals of Howard Gardner's theory of multiple intelligences.
- The books *Kiwi*, *Seesaw*, *Best Friends*, and *Happy Times* are useful in different ways to develop children's multiple intelligences.
- The books *Kiwi*, *Seesaw*, *Best Friends*, and *Happy Times* do not promote activities to develop the naturalist intelligence.
- To implement the theory of multiple intelligences in the EFL classroom will benefit the teaching-learning process because applying this theory implies that teachers have to recognize children's needs, likes, and interests to develop classes successfully.
- Based on the results gathered, the book *Seesaw* promotes more dynamic activities to help children develop seven intelligences except the naturalist intelligence in the communicative English course for



children among the ages of 7 – 12 at the Western Multidisciplinary Campus of the University of El Salvador. Besides the book Kiwi 2 can help six-year old children who cannot read or write well, since this book promotes different activities which do not require children to read and write, but those activities help them develop their communicative abilities.

## **II. RECOMMENDATIONS**

After analyzing the data and designing the communicative English course syllabuses for 6-12 children, the researchers recommend:

- In order to teach in the communicative English course for children, EFL teachers have to grasp the fundamentals of Howard Gardner's multiple intelligences theory in order to incorporate various activities.
- During the execution of the English Extension Program, children have to be grouped according to their ages to avoid teaching-learning problems. For example, six-year old children should not be placed with older children because at this age, they cannot perform writing and reading activities. The kind of activities to be developed with these little kids have to meet their necessities. Moreover, children should be

grouped as follows: 7-8 year olds, 9-10 year olds, and 11-12 year olds because their interests are not similar.

- Since the textbooks Seesaw and Kiwi do not promote activities to develop the naturalist intelligence, teachers should carry out activities such as field trips, show and tell activities, or plant-animal projects.
- Each topic should include at least one activity to develop each intelligence. That is, if children are learning colors, the teacher may present a crossword with the names of the colors to engage the mathematical intelligence. To develop the musical intelligence, the teacher can prepare a song about the colors or he can show objects or pictures of different colors to develop the visual intelligence. Besides, teachers can look for activities that engage more than one intelligence at the same time.
- This qualitative research work may also serve as a sample for further studies in order to improve the quality of the development of the communicative English course for children.

### III. BIBLIOGRAPHICAL REFERENCES

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## IV. APPENDICES

### APPENDIX A

Santa Ana \_\_\_\_ de Septiembre de 2004.

Sr. Director del Colegio \_\_\_\_\_

Presente:

Por este medio le solicito permiso para que las bachilleres Yanira Elizabeth Castaneda Escobar con carné CE98016 y Bessy Aracely Pérez Flores con carné PF97004, egresadas de la carrera Licenciatura en Idioma Ingles Opción Enseñanza de la Facultad Multidisciplinaria de Occidente de la Universidad de El Salvador, entrevisten a los maestros (as) de Primaria que imparten la materia de inglés y a la vez observar algunas clases impartidas por los maestros (as). El objetivo de la entrevista y observación de clases es conocer como el libro de texto que los maestros utilizan para desarrollar sus clases contribuye al desarrollo de inteligencias múltiples en los alumnos.

Además, es importante citar que dicha información será de mucha ayuda para la elaboración del trabajo de grado denominado "A Communicative English Course for Children among the Ages of 6-12 Using Howard

Gardner's Múltiple Intelligences Theory “ el cual se esta realizando en la Facultad Multidisciplinaria de Occidente de la Universidad de El Salvador.

En espera de una resolución favorable, me despido de usted muy respetuosamente.

Atentamente,

F: \_\_\_\_\_  
Lic. Edgar Amilcar Pérez Mendoza  
Docente Director  
Departamento de Idiomas  
Facultad Multidisciplinaria de Occidente  
Universidad de El Salvador

## APPENDIX B

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
LANGUAGE DEPARTMENT

### CHECKLIST TO OBSERVE ELEMENTARY ENGLISH CLASSES

School: \_\_\_\_\_ Date: \_\_\_\_\_

Grade: \_\_\_\_\_ Time in: \_\_\_\_\_

Observation N°: \_\_\_\_\_ Time out: \_\_\_\_\_

Objective: to observe the usefulness of the textbook to develop children's different intelligences

Direction: Mark with an X the appropriate concept.

No.		Yes	No
1-	<b>Linguistic Intelligence:</b>		
	Did children develop writing activities?		
	Did children develop reading activities?		
	Did children express themselves in the oral form?		
	Did children develop any word game?		
	Did children develop any story telling?		
2-	<b>Logical Mathematical Intelligence:</b>		
	Did children develop crosswords?		
	Did children have memorization activities?		
	Did children develop problem-solving activities?		
	Did children develop logic puzzles or mazes?		
	Did children have activities to manipulate numbers?		
3-	<b>Musical Intelligence:</b>		
	Did children listen to songs?		
	Did children chant?		

No.		Yes	No
	Did children work with poetry?		
	Did children develop pronunciation activities?		
	Did children have listening activities?		
4-	Bodily-Kinesthetic Intelligence:		
	Did children have activities that require them to move?		
	Did children listen to songs for dancing?		
	Did children have miming activities?		
	Did children develop craft activities?		
	Did children have class projects?		
5-	Spatial Intelligence:		
	Did children have activities in which films were required?		
	Did children observe colorful pictures?		
	Did children have visualization activities?		
	Did children develop drawing activities?		
	Did children work with graphs or charts?		
6-	Naturalistic Intelligence:		
	Did children develop outdoor activities?		
	Did children have field trips?		
	Did children have plant or animal projects?		
	Did children work with artifacts?		
	Did children perform scientific demonstrations?		
7-	Intrapersonal Intelligence:		
	Did children have activities so that they could express their likes or dislikes?		
	Did children develop activities for them to work alone or independently?		
	Did children develop activities for them to make decisions and choices about themselves?		
	Did children develop personal values tasks?		
	Did children have goal-setting activities?		
8-	8-Interpersonal Intelligence:		
	Did children develop question-answer activities?		
	Did children have activities for them to show how to do something		

No.		Yes	No
	Did children develop role-play activities?		
	Did children have group work activities?		
	Did children work on small group discussions?		



## APPENDIX C

UNIVERSITY OF EL SALVADOR  
 WESTERN MULTIDISCIPLINARY CAMPUS  
 LANGUAGE DEPARTMENT

### CHECKLIST TO EVALUATE THE APPLICABILITY OF THE MI THEORY IN THE TEXTBOOKS USED IN ELEMENTARY SCHOOLS

Checklist N°: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Textbook: \_\_\_\_\_

Objective: To asses the applicability of Gardner's multiple intelligences in various textbooks used in elementary schools in Santa Ana

Direction: Mark with an X the appropriate concept.

No.		Yes	No
1-	Linguistic Intelligence:		
	Does the book contain writing activities?		
	Does the book include reading activities?		
	Does the book contain activities for children to express themselves in the oral form?		
	Does the book offer story telling?		
	Are there any word games in the book?		
2-	Logical Mathematical Intelligence:		
	Does the book contain crosswords?		
	Does the book have memorization activities?		
	Does the book have logic puzzles or mazes?		
	Does the book have activities for children to manipulate numbers?		
	Does the book include problem-solving activities?		
3-	Musical Intelligence:		
	Does the book contain songs?		
	Does the book contain chants?		
	Does the book offer poetry?		

No.		Yes	No
	Does the book include pronunciation activities?		
	Does the book have listening activities?		
4-	<b>Bodily-Kinesthetic Intelligence:</b>		
	Does the book have activities that require students to move?		
	Does the book have songs that promote dancing?		
	Does the book promote miming activities?		
	Does the book include craft activities?		
	Does the book include class projects?		
5-	<b>Spatial Intelligence:</b>		
	Does the book have activities in which films are required?		
	Does the book have colorful pictures?		
	Does the book offer visualization activities?		
	Does the book have graphs and charts?		
	Does the book promote drawing activities?		
6-	<b>Naturalistic Intelligence:</b>		
	Does the book promote outdoor activities?		
	Does the book promote plant or animal projects?		
	Does the book include activities for children to work with artifacts?		
	Does the book have activities for children to perform scientific demonstrations?		
7-	<b>Intrapersonal Intelligence:</b>		
	Does the book promote activities for children to work alone or independently?		
	Does the book promote activities for children to make decisions and choices about themselves?		
	Does the book promote personal values tasks?		
	Does the book promote goal-setting activities?		
	Does the book promote activities so that children can express their likes or dislikes?		
8-	<b>Interpersonal Intelligence:</b>		
	Does the book promote question-answer activities?		

No.		Yes	No
	Does the book promote how- to activities?		
	Does the book promote role-play activities?		
	Does the book contain group work activities?		
	Does the book promote small group discussions?		

Further information:

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APPENDIX D

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
LANGUAGE DEPARTMENT

INTERVIEW ADDRESSED TO ELEMENTARY SCHOOL TEACHERS OF  
ENGLISH

Objective: To know to what extent the textbook the school uses fosters  
children's multiple intelligences

Direction: **Answer the following questions.**

1- What do you know about Gardner's Multiple Intelligence Theory?

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2- What do you think about the implementation of the MI theory in the EFL  
classroom?

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3- Do you use any textbook? Yes \_\_\_\_\_ No \_\_\_\_\_ If so, which one do you  
use?

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4- Does the book offer opportunities for physical challenges during the class?

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5- Does the book promote activities to use the language both in oral and written form?

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6- Does the book offer activities in which students have to use their thinking or reasoning?

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7- Does the book include chanting, singing, or any listening activities?

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8- Does the book contain visual mapping activities?

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9- Does the book promote pair and group activities?

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10- Does the book include activities for the students to express their own preferences and ideas?

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11- Does the book promote activities for the students to focus their attention on the world outside the classroom?

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## APPENDIX E

### COURSE DESIGN

#### ENGLISH EXTENSION CHILDREN PROGRAM SYLLABUS

##### **I. Generalities**

Requirements: 6 year old children

Schedule: Saturday: 8:00 a.m. - 12:00

##### **II. Course Description**

This is a communicative English course for six year old children. This course will provide language practice through activities that will help children develop their language skills. In order to achieve the objectives of this course, there will be an adequate combination of the teachers' theoretical knowledge and children's participation in class, since they will be required to participate intensively during each class. All the activities will be focused on children's different learning styles. Such activities will be interesting and appealing to all children.

These children cannot be grouped with older kids because of their lack of writing and reading skills. They face a lot of difficulties while reading and writing, and it becomes a barrier for them to learn the target language. That is why, they are grouped in order that their needs may be met.

##### **III. Objectives**

- To develop children's communicative abilities in the target language through the implementation of Howard Gardner's Multiple Intelligence Theory
- To provide children with vocabulary
- To motivate children learn English through different and meaningful activities according to their ages
- To foster the development of children's reading and writing skills
- To encourage children to perform simple conversations using the target language

#### IV. Methodology

The methodological procedures will be based on the application of Howard Gardner's Multiple Intelligence Theory. Teachers will present each content through activities that will develop the eight intelligences: Linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, naturalistic, Intrapersonal, and interpersonal. Besides, all the activities will suit children's likes and interests. To facilitate EFL teachers performance in the classroom, the textbook Kiwi can be used at the beginning of the language instruction. Then, children may continue learning the target language with the use of the book Seesaw, since it promotes activities to develop the different intelligences. However, teachers will prepare their own activities and materials to reinforce children's learning. Since this communicative English course is based on the implementation of the MI Theory, teachers must recognize children's different abilities and weaknesses. That is why, children will be evaluated in various ways.

Besides, in each level of English, the teacher will cover only three units of the book because applying Howard Gardner's Multiple Intelligences Theory in the EFL classroom is time consuming. That is why, EFL teachers need enough time to develop children's different intelligences to acquire the target language efficiently.

LEVEL	BOOK	UNITS
01	Kiwi 2	1-3
02	Kiwi 2	4-6
03	Kiwi 2	7-9
04	Kiwi 2	10-12
1	Seesaw 1	1-3
2	Seesaw 1	4-6
3	Seesaw 1	7-9
4	Seesaw 1 Seesaw 2	10 1-2



5	Seesaw 2	3-5
6	Seesaw 2	6-8
7	Seesaw 2 Seesaw 3	9-10 1
8	Seesaw 3	2-4
9	Seesaw 3	5-7
10	Seesaw 3	8-10

## V. Evaluation

2 oral exams .....	40%
2 written exams .....	20%
1 dictation .....	10%
1 class project .....	20%
participation .....	10%

### Oral Exams ;

EFL teachers can evaluate children through an interview or a conversation performed by children using the structures studied in class. The criteria to be evaluated in the oral exams are the following: pronunciation, fluency, grammar, listening comprehension, and communicative ability.

### Written Exams:

Teachers have to include a variety of written exercises to evaluate the grammatical structures studied in class.

### Dictation:

Teachers will evaluate children through dictating the relevant vocabulary or simple sentences according to the topics that were studied in class.

Class Project:

Teachers will decide the kind of class project children may carry out. It can be a song, a drama, a poem, a speech, and so on

Participation:

Teachers will evaluate children's participation in class and homework assignments.

## **VI. References**

Macouzet, B. & Bittinger, J. (2000). Happy Times. Macmillan Heinemann English Language Teaching.

Banman, S. (2002). Best Friends. McGraw-Hill Contemporary.

Herrera, M. & Zanatta, T. (2000) New Parade. Addison Wesley Longman, Inc. A Pearson Education Company.

Mitchell, H. Q. & Parker, S. (2002). Pop up. MM Publications.

Gray, E. & Evans, V. (2001). Letterfun. Express Publishing.

## **COURSE DESIGN**

### **ENGLISH EXTENSION CHILDREN PROGRAM SYLLABUS**

#### **I. Generalities**

Requirements: 7-8 year old children

Schedule: Saturday: 8:00 a.m. - 12:00

#### **II. Course Description**

This is a communicative English course for 7-8 year old children. This course will provide language practice through activities that will help children develop their language skills. In order to achieve the objectives of this course, there will be an adequate combination of the teachers' theoretical knowledge and children's participation in class, since they will be required to participate intensively during each class. All the activities will be focused on children's different learning styles. Such activities will be interesting and appealing to all children.

#### **III. Objectives**

- To develop children's communicative abilities in the target language through the implementation of Howard Gardner's Multiple Intelligence Theory
- To provide children with vocabulary
- To motivate children learn English through different and meaningful activities according to their ages
- To encourage children write and read simple sentences
- To encourage children practice the grammatical structures in short conversations

#### **IV. Methodology**

The methodological procedures will be based on the application of Howard Gardner's Multiple Intelligence Theory. Teachers will present each content through activities that will develop the eight intelligences: Linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, naturalistic,

Intrapersonal, and interpersonal. Besides, all the activities will suit children's likes and interests. To facilitate EFL teachers performance in the classroom, the textbook Seesaw can be used during the language instruction, since it promotes activities to develop the different intelligences. However, teachers will prepare their own activities and materials to reinforce children's learning. Since this communicative English course is based on the implementation of the MI Theory, teachers must recognize children's different abilities and weaknesses. That is why, children will be evaluated in various ways.

Besides, in each level of English, the teacher will cover only three units of the book because applying Howard Gardner's Multiple Intelligences Theory in the EFL classroom is time consuming. That is why, EFL teachers need enough time to develop children's different intelligences to acquire the target language efficiently.

1	Seesaw 1	1-3
2	Seesaw 1	4-6
3	Seesaw 1	7-9
4	Seesaw 1 Seesaw 2	10 1-2
5	Seesaw 2	3-5
6	Seesaw 2	6-8
7	Seesaw 2 Seesaw 3	9-10 1
8	Seesaw 3	2-4
9	Seesaw 3	5-7
10	Seesaw 3	8-10

## V. Contents

Seesaw 1	Seesaw 2	Seesaw 3
Basic Greetings	Sea Animals	Jobs
Family	Means of Transportation	Public Places
School Items	Family	Daily Activities
Toys	Parts of the Body	Means of Transportation
Wild Animals	Toys	Clothes
The House	Feelings	Leisure Activities
Animals and Plants	Daily Routines	Comparisons
Food	Leisure Activities	Comparisons
Abilities	Musical Instruments	Vacation Places
Celebrations	Weather	Special Celebrations

## VI. Evaluation

2 oral exams .....	40%
2 written exams .....	20%
1 dictation .....	10%
1 class project .....	20%
participation .....	10%

### Oral Exams ;

EFL teachers can evaluate children through an interview or a conversation performed by children using the structures studied in class. The criteria to be evaluated in the oral exams are the following: pronunciation, fluency, grammar, listening comprehension, and communicative ability.

### Written Exams:

Teachers have to include a variety of written exercises to evaluate the grammatical structures studied in class.

### Dictation:

Teachers will evaluate children through dictating simple sentences according to the topics that were studied in class.

### Class Project:

Teachers will decide the kind of class project children may carry out. It can be a song, a drama, a poem, a speech, and so on

Participation:

Teachers will evaluate children's participation in class and homework assignments.

## **VII. References**

Macouzet, B. & Bittinger, J. (2000). Happy Times. Macmillan Heinemann English Language Teaching.

Banman, S. (2002). Best Friends. McGraw-Hill Contemporary.

Herrera, M. & Zanatta, T. (2000) New Parade. Addison Wesley Longman, Inc. A Pearson Education Company.

Mitchell, H. Q. & Parker, S. (2002). Pop up. MM Publications.

Gray, E. & Evans, V. (2001). Letterfun. Express Publishing.

## **COURSE DESIGN**

### **ENGLISH EXTENSION CHILDREN PROGRAM SYLLABUS**

#### **I. Generalities**

Requirements: 9-10 year old children

Schedule: Saturday: 8:00 a.m. - 12:00

#### **II. Course Description**

This is a communicative English course for 9-10 year old children. This course will provide language practice through activities that will help children develop their language skills. In order to achieve the objectives of this course, there will be an adequate combination of the teachers' theoretical knowledge and children's participation in class, since they will be required to participate intensively during each class. All the activities will be focused on children's different learning styles. Such activities will be interesting and appealing to all children.

#### **III. Objectives**

- To develop children's communicative abilities in the target language through the implementation of Howard Gardner's Multiple Intelligence Theory
- To provide children with vocabulary
- To motivate children learn English through different and meaningful activities according to their ages
- To increase children's knowledge of the English Language
- To motivate children speak before an audience

#### **IV. Methodology**

The methodological procedures will be based on the application of Howard Gardner's Multiple Intelligence Theory. Teachers will present each content through activities that will develop the eight intelligences: Linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, naturalistic, Intrapersonal, and interpersonal. Besides, all the activities will suit children's likes and interests. To facilitate EFL teachers performance in the classroom,

the textbook Seesaw can be used during the language instruction, since it promotes activities to develop the different intelligences. However, teachers will prepare their own activities and materials to reinforce children's learning. Since this communicative English course is based on the implementation of the MI Theory, teachers must recognize children's different abilities and weaknesses. That is why, children will be evaluated in various ways.

Besides, in each level of English, the teacher will cover only three units of the book because applying Howard Gardner's Multiple Intelligences Theory in the EFL classroom is time consuming. That is why, EFL teachers need enough time to develop children's different intelligences to acquire the target language efficiently.

1	Seesaw 1	1-3
2	Seesaw 1	4-6
3	Seesaw 1	7-9
4	Seesaw 1 Seesaw 2	10 1-2
5	Seesaw 2	3-5
6	Seesaw 2	6-8
7	Seesaw 2 Seesaw 3	9-10 1
8	Seesaw 3	2-4
9	Seesaw 3	5-7
10	Seesaw 3	8-10



## V. Contents

Seesaw 1	Seesaw 2	Seesaw 3
Basic Greetings	Sea Animals	Jobs
Family	Means of Transportation	Public Places
School Items	Family	Daily Activities
Toys	Parts of the Body	Means of Transportation
Wild Animals	Toys	Clothes
The House	Feelings	Leisure Activities
Animals and Plants	Daily Routines	Comparisons
Food	Leisure Activities	Comparisons
Abilities	Musical Instruments	Vacation Places
Celebrations	Weather	Special Celebrations

## VI. Evaluation

2 oral exams .....	40%
2 written exams .....	20%
1 dictation .....	10%
1 class project .....	20%
participation .....	10%

### Oral Exams ;

EFL teachers can evaluate children through an interview or a conversation performed by children using the structures studied in class. The criteria to be evaluated in the oral exams are the following: pronunciation, fluency, grammar, listening comprehension, and communicative ability.

### Written Exams:

Teachers have to include a variety of written exercises to evaluate the grammatical structures studied in class.

### Dictation:

Teachers will evaluate children through dictating a short paragraph including the vocabulary and grammatical structures studied in class.

### Class Project:

Teachers will decide the kind of class project children may carry out. It can be a song, a drama, a poem, a speech, and so on

Participation:

Teachers will evaluate children's participation in class and homework assignments.

## **VII. References**

Macouzet, B. & Bittinger, J. (2000). Happy Times. Macmillan Heinemann English Language Teaching.

Banman, S. (2002). Best Friends. McGraw-Hill Contemporary.

Herrera, M. & Zanatta, T. (2000) New Parade. Addison Wesley Longman, Inc. A Pearson Education Company.

Mitchell, H. Q. & Parker, S. (2002). Pop up. MM Publications.

Gray, E. & Evans, V. (2001). Letterfun. Express Publishing.

## **COURSE DESIGN**

### **ENGLISH EXTENSION CHILDREN PROGRAM SYLLABUS**

#### **I. Generalities**

Requirements: 11-12 year old children

Schedule: Saturday: 8:00 a.m. - 12:00

#### **II. Course Description**

This is a communicative English course for 11-12 year old children. This course will provide language practice through activities that will help children develop their language skills. In order to achieve the objectives of this course, there will be an adequate combination of the teachers' theoretical knowledge and children's participation in class, since they will be required to participate intensively during each class. All the activities will be focused on children's different learning styles. Such activities will be interesting and appealing to all children.

#### **III. Objectives**

- To develop children's communicative abilities in the target language through the implementation of Howard Gardner's Multiple Intelligence Theory
- To provide children with vocabulary
- To motivate children learn English through different and meaningful activities according to their ages
- To improve children's English language Skills ( listening, speaking, reading, and writing)
- To encourage children express their own ideas in the target language

#### **IV. Methodology**

The methodological procedures will be based on the application of Howard Gardner's Multiple Intelligence Theory. Teachers will present each content through activities that will develop the eight intelligences: Linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, naturalistic,

Intrapersonal, and interpersonal. Besides, all the activities will suit children's likes and interests. To facilitate EFL teachers performance in the classroom, the textbook Seesaw can be used during the language instruction, since it promotes activities to develop the different intelligences. However, teachers will prepare their own activities and materials to reinforce children's learning. Since this communicative English course is based on the implementation of the MI Theory, teachers must recognize children's different abilities and weaknesses. That is why, children will be evaluated in various ways.

Besides, in each level of English, the teacher will cover only three units of the book because applying Howard Gardner's Multiple Intelligences Theory in the EFL classroom is time consuming. That is why, EFL teachers need enough time to develop children's different intelligences to acquire the target language efficiently.

1	Seesaw 1	1-3
2	Seesaw 1	4-6
3	Seesaw 1	7-9
4	Seesaw 1 Seesaw 2	10 1-2
5	Seesaw 2	3-5
6	Seesaw 2	6-8
7	Seesaw 2 Seesaw 3	9-10 1
8	Seesaw 3	2-4
9	Seesaw 3	5-7
10	Seesaw 3	8-10

## V. Contents

Seesaw 1	Seesaw 2	Seesaw 3
Basic Greetings	Sea Animals	Jobs
Family	Means of Transportation	Public Places
School Items	Family	Daily Activities
Toys	Parts of the Body	Means of Transportation
Wild Animals	Toys	Clothes
The House	Feelings	Leisure Activities
Animals and Plants	Daily Routines	Comparisons
Food	Leisure Activities	Comparisons
Abilities	Musical Instruments	Vacation Places
Celebrations	Weather	Special Celebrations

## VI. Evaluation

2 oral exams .....	40%
2 written exams .....	20%
1 dictation .....	10%
1 class project .....	20%
participation .....	10%

### Oral Exams ;

EFL teachers can evaluate children through an interview or a conversation performed by children using the structures studied in class. The criteria to be evaluated in the oral exams are the following: pronunciation, fluency, grammar, listening comprehension, and communicative ability.

### Written Exams:

Teachers have to include a variety of written exercises to evaluate the grammatical structures studied in class.

### Dictation:

Teachers will evaluate children through dictating a short paragraph or cloze dictation including the vocabulary and grammatical structures studied in class.

### Class Project:

Teachers will decide the kind of class project children may carry out. It can be a song, a drama, a poem, a speech, and so on

Participation:

Teachers will evaluate children's participation in class and homework assignments.

## **VII. References**

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