UNIVERSIDAD TECNICA DEL NORTE

(UTN)

FACULTAD DE EDUCACION CIENCIA Y TECNOLOGIA

(FECYT)

CARRERA: PEDAGOGIA DE LOS IDIOMAS NACIONALES Y ESTRANJEROS

INFORME FINAL DEL TRABAJO DE TITULACIO EN LA MODALIDAD PRESENCIAL

TEMA:

Self-Learning Strategies to Enhance Speaking Skills Based on Multiple Intelligences in Freshman Students at Colegio de Bachillerato Universitario UTN in Ibarra, Academic Period 2022-2023

Trabajo de titulación previo a la obtención del título de Pedagogía de los Idiomas Nacionales y Extranjeros.

Línea de investigación: Gestión, calidad de educación, procesos de pedagógicos e idiomas.

Autor: Ibeth Dayanara Cuásquer Benavides

Director: MSc. Franklin Fernando Narváez Vega

Ibarra- 2023

UNIVERSIDAD TÉCNICA DEL NORTE

BIBLIOTECA UNIVERSITARIA

AUTORIZACIÓN DE USO Y PUBLICACIÓN
A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE

Identificación de la obra

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	0402011092		
APELLIDOS Y NOMBRES:	Cuásquer Benavides Ibeth Dayanara		
DIRECCIÓN:	Ibarra, El Olivo – Gral. Juan Manuel Grijalva		
EMAIL:	idcuasquerb@utn.edu.ec		
TELÉFONO FIJO:		**TELÉFONO MÓVIL:**	0994030398

DATOS DE LA OBRA	
TÍTULO:	Self-learning strategies to enhance speaking skills based on Multiple Intelligences in freshman students at Colegio de Bachillerato Universitario UTN in Ibarra, Academic Period 2022-2023.
AUTOR (ES):	Ibeth Dayanara Cuásquer Benavides
FECHA: DD/MM/AAAA	2023 – 07 – 06
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	X PREGRADO ☐ POSGRADO
TITULO POR EL QUE OPTA:	Licenciada en Pedagogía de los Idiomas Nacionales y Etranjeros, mención inglés
ASESOR /DIRECTOR:	MSc. Franklin Fernando Narváez Vega

CONSTANCIAS

CONSTANCIAS

El autor (es) manifiesta (n) que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto la obra es original y que es (son) el (los) titular (es) de los derechos patrimoniales, por lo que asume (n) la responsabilidad sobre el contenido de la misma y saldrá (n) en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 6 días del mes de julio de 2023

EL AUTOR:

....

Nombre: Ibeth Dayanara Cuásquer Benavides

CERTIFICACIÓN DEL DIRECTOR

Ibarra, 29 de junio de 2023

MSc. Fernando Narváez

DIRECTOR DEL TRABAJO DE TITULACIÓN

CERTIFICA:

Haber revisado el presente informe final del trabajo de titulación, el mismo que se ajusta a las normas vigentes de la Facultad de Educación, Ciencia y Tecnología (FECYT) de la Universidad Técnica del Norte; en consecuencia, autorizo su presentación para los fines legales pertinentes.
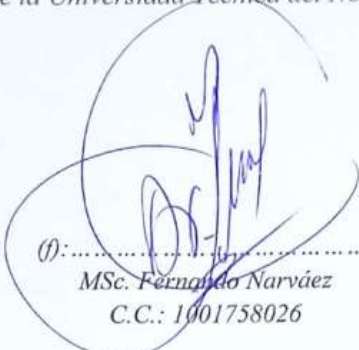
MSc. Fernando Narváez
C.C.: 1001758026

APROBACIÓN DEL TRIBUNAL

APROBACIÓN DEL TRIBUNAL

El Tribunal Examinador del trabajo de titulación *Self-Learning Strategies to Enhance Speaking Skills Based on Multiple Intelligences in Freshman students at Colegio de Bachillerato Universitario UTN in Ibarra, Academic Period 2022-2023* elaborado por Ibeth Dayanara Cuásquer Benavides, previo a la obtención del título de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés, aprueba el presente informe de investigación en nombre de la Universidad Técnica del Norte.

(f): ....

MSc. Fernando Narváez

C.C.: 1001758026

(f): ....

Msc. Rubén A. Congo Maldonado

C.C.: 1001417235

DEDICATORY

    This thesis is dedicated to each of the people who have supported me throughout my research. I thank God for allowing me to perform constantly in each step that I have had to overcome daily because thanks to him I have come to finish my career. To my family, my parents Sonia and Jorge, my sister, and my grandparents who were always by my side supporting me to move forward and not fall on the road, because they are my constant motivation to not give up, who with their affection have taught me the values of humility and responsibility to be a person in service to the community. Finally, I am deeply grateful to my dear Braulio, who was with me in the most difficult moments of my university career and taught me the true meaning of believing in myself.

Ibeth Cuásquer

ACKNOWLEDGEMENT

First of all, I would like to thank the Universidad Técnica del Norte for having been part of its scientific progress in order to be able to study and complete my degree.

To my teachers who taught me great lessons that will have a great impact on my professional life, to the advice and talks that helped me to overcome the difficulties of the university routine. Thank you to my Director Msc. Fernando Narváez and my advisor MSc. Rubén Congo for supporting me in the process and finalization of my research work.

Finally, I am grateful to my tutor teacher who gave me his knowledge and analytical skills to improve my project constantly.

Ibeth Cuásquer

ABSTRACT

The present research work was carried out to find out the types of learning strategies that students apply in the classroom and whether they use these strategies according to their skills in order to improve their oral production. The main objective was the application of self-learning strategies based on multiple intelligences to improve the speaking skills of Freshman students at Colegio de Bachillerato Universitario UTN in Ibarra, Academic Period 2022-2023. The methodology used in the research work is a mixed study, so the theory and the results applied to a group of people will be known. According to the research, the instruments used were the survey applied to the students in order to know their type of intelligence and the learning strategies they use, also the interview was applied for teachers to know the teaching strategies they apply in the classroom to strengthen oral production according to the strengths of the students. The data collected determined that English teachers apply different teaching strategies taking into account the student's strengths. For this reason, the proposal for the design of learning strategies with a didactic approach was applied in the classroom, and good results were achieved in their learning. In conclusion, the implementation of learning strategies based on multiple intelligences is a good way to improve English language and speaking skills.

Keywords: Multiple intelligences, learning strategies, speaking skills, English.

RESÚMEN

El presente trabajo de investigación se lo realizó para conocer los tipos de estrategias de aprendizaje que los estudiantes aplican en el aula y si utilizan de acuerdo a su destreza para mejorar su producción oral. Esto tuvo como objetivo principal la aplicación de estrategias de autoaprendizaje basadas en las inteligencias múltiples para mejorar la habilidad de hablar en los estudiantes de 10mo grado del Colegio de Bachillerto Universitario UTN en el periodo académico 2022-2023. La metodología que se utilizó en el trabajo de investigación es un estudio mixto, por lo cual se conocerá la teoría y los resultados aplicados en un grupo de personas. De acuerdo a la investigación, se utilizó como instrumentos la encuesta aplicada hacia los estudiantes en función de conocer su tipo de inteligencia y las estrategias de aprendizaje que utilizan, además la entrevista se aplicó hacia los docentes para conocer las estrategias de enseñanza que aplican en el aula para fortalecer la producción oral de acuerdo a las fortalezas de los estudiantes. Los datos recolectados determinaron que los docentes de inglés aplican diferentes estrategias de enseñanza tomando en cuenta las fortalezas de los estudiantes. Por tal motivo, se aplicó la propuesta del diseño de estrategias de aprendizaje con enfoque didáctico en el aula de clase, por lo que se obtuvieron buenos resultados en su aprendizaje. En conclusión, la implementación de las estrategias de aprendizaje basadas en las inteligencias múltiples es una buena manera de mejorar el inglés en la habilidad del habla.

Palabras clave: Inteligencias Múltiples, estrategias de aprendizaje, habilidad del habla, inglés.

INDEX

LIST OF TABLES

LIST OF FIGURES

INTRODUCTION

Research Problem

The low level of foreign language learning constitutes a problem for communication and interaction in society. As mentioned (Solak & Bayer, 2015) the "problems in foreign language teaching were the lack of well-trained teachers and the limitation of technological utilities" (pp.106-115). Certain factors can be considered that determine the desertion of second language learning. Some of these may be reflected as internal factors; motivation, methodology, and learning styles. On the other hand, external factors can be considered; the conditions of the environment and the age at which language acquisition began.

In the educational context, in Ecuador, the teaching and learning of English process faces great learning problems. Starting with the traditional usage of outdated methodologies that are still being taught in both public and private educational institutions. Certainly, the Ministry of Education of Ecuador has developed curricular projects focused on student learning and the training of teachers with TOEFL certification, this does not necessarily show the methodology applied by teachers in the classroom (Cifuentes, et al., 2019). In short, English language learning would not meet the objective of being acquired by students if the methodology focuses on informing and not on the skills that students can learn at their own pace.

The lack of didactic strategies to develop speaking skills in class has become a problem, causing students' disinterest in learning and lack of motivation. Consequently, this will lead to a poor academic performance and English language dropout. In general, the application of playful, spatial, visual, and oral activities will allow the student to develop and improve the desired skill (Burgín & Daniel, 2021). Therefore, without the implementation of attractive strategies that encourage the learner to develop in the area they like, creativity and learning will be avoided. This is why students become disinterested in learning the English language and consequently end up having a low academic level in this area.

In the same way, the teacher is the driver of knowledge in teaching English and he will be the one who must provide successful learning. Therefore, a teacher who shows passion for each of the abilities and talents of his students will be able to transmit better teaching (Stronge, 2018). Therefore, the teacher must have some aptitudes that must be applied in the classroom. As a result, this will enhance the participation and the impulse of their own learning strategies to encourage the autonomy of each learner.

Undoubtedly, the English language has become a difficult gap to overcome for students, due to the monotony in the classes taught by teachers. Therefore, this research will be applied in Colegio de Bachillerato Universitario UTN located in the province of Imbabura in Ibarra. According to the observations made during the period of community involvement, it is emphasized that the students in the tenth year of high school have deficient learning in the

area of English. Most of the students have little knowledge of the language in different aspects of written, oral, reading, and listening skills. However, the skill that will be developed will be the Speaking skill, which is the most difficult to acquire in classes.

Justification

The teaching and learning of a new language influence the acquisition of knowledge by secondary school students. It is known with certainty that the factors that hinder optimal learning are related to the confidence that students must have when expressing their opinions using the second language, which we can call learning difficulties (Shahzadi, et al., 2014). There are several factors that can aggravate learning skills, for that reason it will try to find an efficient way and they can easily develop in the English language.

To solve the difficulties in oral communication in the English language, it is possible to apply some strategies focused on each of the individual skills. It is necessary to know as a starting point the student's profile in order to use different learning styles based on the theory of multiple intelligences. According to (Samperio, 2019) strategies must be applied to optimize learning; however, it is necessary to identify those that can be adequately used in the learning process. These will help the student find their own way of learning and develop their abilities and passions. As long as the student can adapt to their way of learning this will manifest motivation to learn and develop in different environments.

In relation to the multiple capacities in which the human being develops and adapts, self-learning is propitious and how to promote it. Therefore, the present research is based on the contribution of a better vision of how multiple intelligences can contribute to self-learning in order to develop oral skills. The importance of enhancing multiple intelligences in oral skills benefits the teacher and the student. Consequently, the main point to be achieved is the autonomy and motivation applied in the classroom, in this way discovering the potential of the learner. By developing the different bits of intelligence, it will be possible to strengthen cognitive skills and avoid frustration in self-learning.

Due to the different abilities and mental capacities that individuals can perform within the same task, different solutions can be obtained. It is important to know that not all people work in the same way as others. Each individual is unique and adapts to the environment of their own reality strengthening an intelligence that will allow them to stand out from others. In the same way, not all of us can perform in all areas, as every human being has strengths, they also have weaknesses in some skills. The best way to find a solution is to know what kind of intelligence each one has and how to take advantage of it so that they can learn on their own terms.

The purpose of this research is to provide educational support to the student in order to show the abilities they can develop. Through the strategies that will be used, the efficiency of academic learning can be verified. Additionally, it is necessary to understand the

importance of different learning styles to strengthen communication in class. However, the research would not be complete without the help of educators, who are the guides in this teaching process. In the same way, teachers who will be components of the research will be able to apply innovative strategies to their students. These strategies will help to encourage curiosity and motivation in class regarding the development of oral communication.

Definitely, this work is useful as research and support for educational psychologists, teachers of any school area, and society in general. It is aimed at those who can adapt their teaching methodology to the efficient performance of each of their students. In addition, it has the purpose of showing the results for future research on the efficiency of self-learning and autonomy in the classroom. All of this is in relation to the practice of Multiple Intelligences theories. Finally, it can be pointed out that the effective contribution of knowledge about Multiple Intelligences practices can lead the actors to efficiently handle the challenges in the current reality.

General Objective
- Determine Self-Learning Strategies to Enhance Speaking Skills Based on Multiple Intelligences in Freshman Students at Colegio de Bachillerato Universitario UTN in Ibarra, Academic Period 2022-2023

Specific Objectives
- Establish the theoretical bases of Multiple Intelligences to improve speaking skills.
- Analyze the methodologies that English teachers use with students.
- Design a booklet with didactic activities using Multiple Intelligences to achieve self-learning in speaking skills.

CHAPTER I THEORETICAL FRAMEWORK

1.1. English Language Acquisition

The acquisition of a new language is manifested in the skills that will be developed in the process and the scope that is obtained by learning new knowledge. The learning of a new language depends on brain activity and motivation, these aspects are considered the most important. When talking about learning English, people think it is difficult and it has a range of difficulties, but that is not the reality.

Learning a foreign language consists of several factors, one of which is the brain. Some studies affirm that language performs a fundamental role in the cognitive processes of children where it points out that the paths are intertwined with thought (Congo Maldonado, Bastidas Amador, & Santiesteban Santos, 2018). In this way, thought and language depend on each other to create communication through the assimilation of the environment around them. By the way, this happens in return, learning something new helps the brain to improve the children's metalinguistic and cognitive abilities, enhancing their neurons and their memory zones. exposing a child to another language brings advantages that promote the brain from a very early age, because of how flexible the child's brain can be.

However, learning a new language is not only about learning even as a child and knowing that the young brain can be easily shaped but also depends on the motivation that the learner should have to be interested in learning a language. This is also perceived as the desire to want to learn, if a child has no interest in learning that language, learning will be in decline and will not be future for the learner. In the same way, several studies have shown to (Khan & Takkac, 2021). They show that motivation is an important factor in order to acquire a language correctly and that this becomes a second language and not just learning. Motivation is based on the student's environment and if this promotes the initiative. As a promoter of motivation is the teacher who sows the curiosity to learn something new in children, efficiency will become a fundamental pillar in the process of learning to learn.

To conclude, learning a language by converting it and acquiring it as a second language will depend on factors for its maximum development. On the one hand, it is known that a child will learn more easily than an adult due to the age that differentiates them, and therefore, the brains will not have the same capacity to retain information. That is why a child is more likely to learn in less time. In addition, it must be considered that constant motivation is the basis of learning, if this does not exist there will be no interest in learning something new. Thanks to this flexibility of the brain and the motivation provided by the teacher, the teaching-learning process becomes an advantage for the management of cognitive skills acquired through practice.

1.2. Self-learning.

The learning of a language consists of several aspects where learners need to improve their skills and involve knowledge. Self-study is based on theories and is a learning that can develop the process of acquiring a language. According to (Ahmadian & Ghasemi, 2017) Bandura defined "self-efficacy as the belief people have in their capabilities to perform a specific task". In the same way, he defined self-efficacy as the best learning that a child can acquire, his abilities and skills become tasks to be accomplished with respect to his responsibilities to fulfill. In the educational field, efficiency would be related to the capabilities obtained by the student to solve problems. For that reason, the self-learning that a person achieves differs in his or her efficiency to learn effectively and at his or her own pace.

It is common sense that self-learning allows students to be successful self-learners in their daily activities, the way they behave and how they act will be different from others thanks to the discipline they learn to develop in their learning process. Not only do students learn to be self-learners, but also teachers are inclined to these learning strategies, and in the same way, they support each other to obtain excellent results in their activities.

Through self-learning, children are trained to be critical and competent in making their own decisions, working on their intellectual and linguistic abilities. Their autonomous learning will be based on learning techniques depending on their type of intelligence, which is in accordance with their learning. However, it is essential to know what self-learning is and what the objective is in order to have the vision of being self-taught. To provide the theoretical bases that need to be described, will be considered authors who adopt as efficient in the educational process.

Self-learning or also known as autonomy is based on characteristic points that make it effective to teach oneself with the appropriate strategies in order to retain information in the best way and to take the practice as a habit and responsibility that one acquires in the learning of one's own knowledge. As mentioned (Yakovleva, Savvina, Popova, & Sleptsova, 2020) autonomous students permitted to know more and compare the same knowledge to increase the same with new learning by the teacher proved. Another name that self-learning has acquired is self-directed learning, which directs the student to independent study.

The achievement of autonomy in students is one of the main purposes required as a final goal for teachers and students who decide to learn to learn. This objective also has certain characteristics to be taken into account for its compensation, some of them are the planning that must be carried out for a good management of resources to be used. Asking constant questions allows the student to relate to new topics and clarify doubts. Teamwork helps the learner to participate actively in sharing new information. Attention control will strengthen their decision-making behavior and self-motivation including the need for self-confidence and not being afraid to take risks and make mistakes.

1.3. Teacher´s Role in Self-learning

Self-learning allows the improvement of individual skills and involves students to develop their critical and reflective thinking in problem-solving. This process has as its principal objective the student, who is the person responsible for his own knowledge. In addition, he is the one who makes the decisions and he is responsible for his studies. However, it should be emphasized that the teacher has a very important role in the self-learning of the learner, who is responsible for supervising his learning. In the same way, the teacher adapts to the student's needs and motivates him, thus complementing the self-learning process (Yan, 2012). For that reason, teachers in this learning have a particular work, they support autonomous learning when learners need to solve questions or when they really do not know and promote the potential of each student in their skills.

The task here is to give a little instruction to them so that they can understand the information in their own words and try to complete the work with their own efforts. In addition, other functions that a teacher should apply are the evaluation of learning and guidance in the classroom and supervising individual work. Other teachers´ roles are to evaluate the learning and guide the class to construct the learning, motivate the classroom, be the promotor of material, and act as a friend to students to improve their motivation in their learning (Andrade, Bastidas, Posso, & Alvarez, 2022). For that reason, teacher guidance is always essential in the classroom to achieve efficiency. Another important factor that promotes autonomy is to know what motivates them to learn. This aspect promotes motivation, communication, and confidence in expressing themselves.

In conclusion, self-learning will be intrinsically related to the role of the teacher, who must promote a mechanism of autonomy that connects discipline and motivation to make self-learning and learning to learn to predominate in quality education. In the same way, relating parents with students allows them to mutually support each other in this process to generate confidence from home.

1.4. Self-learning strategies in language acquisition

In pedagogical terms, in general, teachers constantly use strategies to teach the content of something to students and the objective of this is to achieve the purpose in the class, but about the strategies that should be applied by the students themselves. The learning process acquires these strategies to achieve the efficiency of knowledge. These strategies need some characteristics to focus on the development of skills.

The learning success is based on how optimally the strategy is employed towards the learner. When teachers provide the basis of theory in some topic, now is the turn of the student to strongest this new knowledge, and how can they improve their skills by having already the first knowledge? According to (Montaño, 2017) Self-Learning Strategies can

"involves students in making connections between new and already known ideas or facts, engaging in dialogues in which hypotheses are formed, predictions are made, doubt expressed, uncertainties subsequently clarified and the orthodox/traditional views modified by new ideas". Existing ways to enhance the skills with the teacher´s help and some activities based on communication empower the speaking skill.

During each step of the teacher's explanation, students begin to think about their own way of understanding what they are studying, so that, depending on their intellectual capacity, they will apply their own way of understanding, either by summarizing the content studied or by constantly taking notes. The objective here is that the students themselves can apply the best way of learning in order to retain and apply what they have learned. There are self-learning strategies that are both in the classroom and at home, students can apply to their practice. Among the strategies that would be applied in class are:

- ✓ Cooperative tasks
- ✓ Planning activities
- ✓ Recreate stories
- ✓ Encourage motivation
- ✓ Monitor individual roles

Establishing a consecutive learning pathway for children can lead to positive progress in their autonomy. Providing elements that establish study habits in the classroom will make the learning environment a primary focus of their study, therefore imposing great school performance. Since teachers cannot impose knowledge on students, everyone's way of learning is different and their application to achieve the best learning will be based on their way of seeing the world and how they apply it to see results.

1.5. Domains of learning.

The goal of being a self-taught person is hard work because of the objectives that must be met on a daily basis. It is known that learning is a process of constant growth to improve their physical and mental abilities. According to the research, learning consists of three different dimensions, among them; cognitive, affective, and psychomotor (Hoque, 2016). The authors of each of the dimensions and their strategies have contributed with a great research as each of them is represented by different learning strategies.

1.5.1. Cognitive Strategies

Cognitive strategies propose the interaction between new knowledge and previously acquired experiences, allowing the information to be contrasted. The objective of these strategies is to achieve significant learning through mental processes to find solutions to problems quickly. (Suyitno, Susanto, Kamal, & Fawzi, 2017). The influence of these strategies is underpinned by the organization of learning activities. The capacities that are developed are aligned with memory and intellectual skills that are presented in the process of applying learning strategies.

Therefore, it focuses exclusively on thinking and its drive toward motivating learners to increase their skills. Among the most important strategies that can be mentioned and that are key to a good performance are:

- ✓ Reproduction
- ✓ Selection
- ✓ Elaboration
- ✓ Organization

These strategies can help students to understand better the content of something they want to learn. The first strategy refers to repeating information in two ways: oral and mental. The selection means selecting the content or main information they want to learn properly, summarizing notes, and the ability to write notes produces an organization that is essential for contextualizing what is to be learned by studying in an oral way. Elaboration strategy refers to the material to learn, it is the elaboration of new material relating to previous knowledge, on the other hand, the relation with the material can improve in retention of information in memory. This strategy proposes the autonomy of learners to improve their independent style. To clarify organization is to identify the structure of new material such as a concept or a diagram to have clear ideas to study. This type of student currently obtains excellent scores on tests.

Some investigations have been studying these types of learning because of their efficiency in students. The author comments (Tinajero, Lemos, Araujo, & Ferraces, 2012) "some authors have shown interest in metacognitive strategies or macro strategies which include activities that help students in their learning planning" (p.106). The great learning experience acquired with cognitive strategies involves efficiency and responsibility whereas the influence determines a particular learning style through these strategies.

1.5.2. Affective Strategies

It is essential to know that the influence of emotions changes children's perspective on learning. First is essential to know about the affective domain, which is related to English learning, as mention (Wang, 2021) "is the area identified with mentalities and qualities which highlight the outlook and emotional state of students toward learners and/or teachers" (p. 2). The values they learn are driven by how they see the world and how they feel about what they should do, both good and bad. Affective strategies are predominant in interest and motivation. Authors (Oxford, 1990) refers that the emotional strategies in learning are emotions, attitudes, motivation, and values (p. 193). These strategies work to stronger self-control and emotions above situations. Motivation, a feeling of control, and attitudes in relation to language learning benefit the learner in cooperative work mediation to improve his or her attitude to competence development.

Modifying the learner's behavior is significant in their school performance, the connection that emotions have in obtaining learning can be connected to the success and fulfillment of their objectives. Among the strategies that can be mentioned in this section are those that are based on:

- ✓ Lowering your anxiety
- ✓ Encouraging yourself
- ✓ Taking your emotional temperature

These affective strategies are important for the learner to feel good during the learning process. Taking risks step by step to strengthen attitudes, emotions, and values. In the same way, the activities that are applied in each of the strategies play an important role in language competence. For the first strategy and to combat the anxiety of speaking in another language, which is very common in many people, it can be recommended to work on meditation. This can help the learner lower levels of stress, depression, and anxiety when speaking. The state of meditation helps greatly in retaining information and achieving a state of calmness when you need to express your ideas (Jenkins, 2015).

1.5.3. Psychomotor Strategies

The objective of psychomotor strategies is to enable the development of skills and abilities of each learner through body movements in different aspects. It promotes learning based on physical activities in the performance of attention. The advantages of psychomotor teaching socialize the student in the elaboration of activities that allow the child to develop in several environments, motivating them to create, imagine and recreate. This type of strategy is characterized by educational entertainment in a peaceful environment. Work materials, playful games, and comfortable space are necessary for its practice. Within this

domain, strategies may vary depending on the work of teachers and the level at which the strategies should be applied. Some of the strategies that according to (Issac & Mensah, 2013) can be applied are:

- ✓ Social interactions
- ✓ Attention and concentration
- ✓ Logical thinking

Through observation, teachers will perform the work of guiding and providing feedback on the skills, through the activities used in class. The influence of these skills allows the establishment of social relations in school practices. Depending on the age of the students, the strategies will be applied in the development of Locomotor skills.

1.8. Gardner´s Theory of Multiple Intelligences

Howard Gardner is a psychologist, professor, and leading researcher, who is the creator of this theory which is one of the most famous in the academic world. He revolutionized with his theory that each person learns in a different way and at the same time demonstrated that the human being does not function with only one intelligence as it was believed during all this time. This project includes all people of all ages to find out their type of learning. At the beginning of the 1980s, education worldwide revolutionized teaching with Gardner's theory.

Among Multiple intelligences that Gardner shows in his research there are eight types of intelligence, illustrated by:

Figure 1

Gardner's Multiple Intelligences

Note. Multiple Intelligences (Additio, 2014)

1.8.1. Visual-spatial

This style is for students who learn through the sense of vision, analyze, and perceive the world with visual information. People who learn in this way have the ability to solve problems in their minds and learn in the same way. They even perceive natural elements like shapes, colors, and space. Imagination will be their main strength, and problem-solving keeps their mind busy at every moment. They are generally better learners in mathematics or geometry, so for language learning, their main support is learning based on graphs and maps. (Gardner, 2012) These students are usually at higher levels of study, such as higher education and university, but there is the possibility of applying it to children and young people. In relation to visual-spatial intelligence, they work with activities that strengthen imagination, attention and observation. Activities that can be applied to students with this type of intelligence include:

- ✓ Board games with problem-solving; Chess, Rubik's cube, and Jenga.
- ✓ Elaboration of maps
- ✓ Observation activities
- ✓ Assembling puzzles

1.8.2. Linguistic-verbal

Students with this type of intelligence are able to use language to convey their ideas outside the classroom. Writing, reading, and speaking skills are their most important strengths. Students with this style remember both written information and information they have heard before. It is important to emphasize that, this is one of the best intelligences that can use to improve the linguistic production of oral skills. As expressed by (Hali, 2017) this Intelligence tends to relate directly to important elements such as grammar in skills like reading and writing. Meanwhile, phonetics, semantics, and pragmatics are related to communication (pp. 42-48). Some activities to consider are:

- ✓ Discussions
- ✓ Telling Stories
- ✓ Interviews
- ✓ Presentations
- ✓ Writing stories

Through oral activities such as poems, songs, and activities to reinforce speaking skills with phonics. Debates are their best strategy for demonstrating their communicative ability. They enjoy spending time in multi-interest reading. They show their linguistic abilities in all their expressions.

1.8.3. Logical-Mathematical

The skills performed in this area are related to mathematical problems and logical and abstract reasoning. People who possess this intelligence are skilled at deducing paradigms, categorizing blocks of information, identifying abstract ideas, and simplifying them to organize them in a better way. According to (Safranj, 2016) In education, students with these skills learn by experimenting and applying the concepts learned in class (pp. 75- 82). Likewise, they are people with scientific features, so they enjoy applying scientific principles in their homework or class work. Moreover, this intelligence plays a crucial role in the classroom, which involves school performance and reasoning. However, the person who promotes the strengthening of this intelligence is the teacher. The teacher is the bearer of knowledge and the one who helps to strengthen capacities with activities that foster the development of thinking.

(Macías & Alonso, 2013) propose certain activities that can strengthen these intelligences, including:

- ✓ Creating problems
- ✓ Missing words
- ✓ Solving problems
- ✓ Asking questions

1.8.4. Bodily-kinesthetic

According to its name, this intelligence allows them to perform their skills through bodily movements; students with these abilities learn best through exercise activities or games that involve movement. Motor activities are adjusted to their learning, demonstrating that individuals with this type of intelligence tend to be stronger and more agile. They are learners who express their thoughts and emotions through movement. In the same way, the steps of observing, listening, and creating allow them to remember the learning acquired in class. Generally, students with this ability tend to excel in artistic activities involving the coordination of mind and body. On the other hand, it is essential to work on kinesthetic intelligence from an early age (Michelaki & Bournelli, 2016). It has a great impact on children because while they learn they can also explore their environment and this involves physical and cognitive performance. Some activities that can work in the improvement of this type of intelligence are:

- ✓ Building games
- ✓ Dancing
- ✓ Sports games
- ✓ Acting
- ✓ Crafts in class.

All these activities involve constant body movement and allow them to explore with their hands the material to work in class.

1.8.5. Musical Intelligence

Thanks to this intelligence, students can learn by using their auditory sense and listening to melodies. They are excellent at listening to instructions and applying what they learn to perform music, excelling in both song composition and melody interpretation. They can practice their pronunciation by reading song lyrics and enjoy learning about musical instruments and melodic patterns. Therefore, people who are able to express themselves through music have better communication if it is applied correctly in the classroom. (Andrade , Barba, & Bastidas, 2018) during their research, the investigation demonstrated that music-related activities improve concentration, motivation, and behavior classroom. The following are some activities that can be applied by the teacher.

- ✓ Listening to music in class
- ✓ Share emotions according to a song
- ✓ Include instruments to experiment new melodies.
- ✓ Identify sounds

Finally, these activities allow creative thinking to grow, so it is important to use them to favor students who possess this intelligence.

1.8.6. Interpersonal Intelligence

Interpersonal relationships differ from personal interactions. Among the activities that enable them to learn best are group tasks, in which they are natural leaders. They evaluate everything around them and among their working group. Non-verbal communication in different perspectives and support between activities and their classmates allows them to resolve conflicts easily. Interpersonal intelligence focuses on cooperative learning by making use of activities that promote interaction with other people, cool collaborative work allows the use of emotions, gestures, and facial expressions, these emotions help to improve the exchange of ideas and interests in target language communication.

It is one of the intelligences that includes interpersonal relationships or, as it is better known, the relationship with other people. It describes people with social characteristics;

friendly, adapts to any environment and stands out from others. Interaction is the strong point, which allows them to communicate efficiently in different settings. Good communication in class helps students practice their strengths and improve on their weaknesses (Advani & Hema, 2016). As they are good communicators, they have a broader perspective on how to relate and get to share with other students their performance in all kinds of projects. The following activities allow them to play their role.

- ✓ Theater
- ✓ Debates
- ✓ Making groups
- ✓ Mimic actions

Interpersonal intelligence focuses on cooperative learning by making use of activities that promote interaction with other people, fresh collaborative work allows the use of emotions, gestures and facial expressions, these emotions help to improve the exchange of ideas and interests in communication in the target language.

1.8.7. Intrapersonal

Intrapersonal intelligence is understood as intelligence that is formed together with cognitive and communicative criteria. Children will learn autonomously, determining their motivation for learning and the development of oral and written levels. People with intrapersonal intelligence learn and analyze their strengths and weaknesses. They analyze their ideas and theories with great care and self-awareness of what they plan. They understand their own vision of motivation and self-reflection (Behjat, 2012). Like many philosophers, intrapersonal intelligence helps them to believe in themselves, their abilities, and what they communicate to others. They plan and manage their lives rigorously to keep everything in order.

- ✓ Self-evaluation
- ✓ Identify emotions
- ✓ List of challenges

Therefore, students who demonstrate a high level of intrapersonal intelligence know themselves and know how to control emotions through self-regulation.

1.8.8. Naturalistic

Naturalistic intelligence is the ability that studies the components that surround human beings. According to Gardner's theory, this type of intelligence relates naturalness to the interaction of the student and the study environment. They identify and recognize the elements of nature, for which those who compete with this type of intelligence need to learn

in an environment outside the classroom. Imagination and description of vocabulary related to natural subjects are their best skills. The following activities will allow the child to strengthen this type of intelligence.

- ✓ Environmental projects
- ✓ Motivate towards information search
- ✓ Activities outside class
- ✓ Exploring and discovering the environment.

Finally, because of the varying degrees of education, multiple intelligences will act according to the age of the learner. The role of the teacher will be a commitment to the use of materials to relate one's own learning to one's own intelligence. For this, the classroom will also be clearly related to the learning that the learner will acquire. The different areas of the brain will enable the learner to understand the best learning strategy needed for success.

1.9. Importance of apply Multiple Intelligences in the classroom

The adaptation of multiple intelligences in a classroom improves the learning of each individual, identifying the strengths and learning styles that students use in their education. One of the advantages of recognizing the intelligence that predominates in a child's personality empowers individualities and enhances skills in their academic education. Multiple Intelligences recognize learning needs and facilitate the adaptation of strategies that support their strengths (Romero, González, Flores, & Armijos, 2021). In the same way, it is conceived to develop their autonomy in the classroom through experience and the application of strategies related to their preferences, thus allowing the acquisition of knowledge. In general, the teacher or class tutor should encourage autonomy, activating meaningful learning and supporting their curiosity for what they are excited about doing in order to learn.

Students are responsible for their learning; however, the teacher is the one who must create a learning bridge that recognizes the individual skills that each student possesses. As soon as the teacher knows the group of skills that the classroom possesses, he/she must apply the correct strategies in favor of trust, integration, and communication among them. As mentioned in the research by (Guzman & Castro, 2005) the teacher is the person who must be committed to guide and allow them to discover their own particular interests by regularly applying innovative strategies that allow them to develop not only one intelligence but to develop all of their intelligences (pp, 177-202). The purpose of applying this theory in the classroom is to create an environment conducive to learning in which the student can feel the freedom to choose the best way to learn individually and feel proud of their achievements and independence in their school environment.

Finally, the application of this theory competes with several aspects in the classroom that influence the self-learning of students of different ages. It should be emphasized that multiple intelligences, besides contributing to distinguish what type of learning is best for each person, also propose the contribution of developing the intelligence that has less impact. In this way, form learners are capable of solving problems in different areas of knowledge.

1.10. English language skills

The English language curriculum in Ecuador aims to develop foreign language skills and its cultural and social aspects. Children will learn English through motivational learning experiences to achieve meaningful learning in their education. The curriculum proposes certain basic principles in the learning of English for Ecuadorian students. It should be emphasized that this curriculum project should recognize the foreign language skills of each student and thus, it will reflect the exit profile according to age and level of education (Ministerio de Educación, 2016). In this way, the curriculum integrates the learning of English within skills that must be fulfilled recognizing the levels of education and within the acquisition of foreign language learning.

As a result, the principles of the curriculum are based on the qualities of the communicative approach, integrating cognitive, and methodological aspects and achievement of learning objectives. The skills to be developed in the English domain depend on the communication and the message to be transmitted, among these are: Productive skills; Speaking and Writing and Receptive skills; Listening and Reading. These are correlated to the communication of the message that is received or transmitted, the performance of these skills depends on the individual who structures what needs to be expressed.

1.11. Importance of Speaking skills

Speaking skills stand out as one of the most important language skills due to their effectiveness in oral communication. In this skill, more than a message can be expressed, emotions are conveyed and moods are differentiated through the speaker's intonation and pauses in the message. This skill requires reflective competencies that allow the speaker to apply them in everyday life and promote proactive learning. The acquisition process in the domain of English considers the ability to speak as a powerful tool in different parts of the world, facilitating communication with others. As mentioned (Gutiérrez, 2005) the learner needs to be able to acquire a foreign language in order to share his or her ideas and thoughts, improving peer interaction and other communicative skills. As a consequence of oral communication in real contexts, the interaction becomes more meaningful by achieving cultural awareness and a communicative approach.

Nevertheless, there are factors that affect a good command of the language, such as learning the grammar or even the intonation that should be applied to each word correctly. Speech requires fluency and pronunciation if you want to speak with native speakers from another country, in an educational context, practice is the best way to perfect this skill which is the most difficult to achieve in students. These aspects that correlate with speaking skills are known as sub-skills, which help to emphasize effective communication by the speaker. Among the most important include: fluency, pronunciation, grammar, and vocabulary. Each is related to the other for a better communicative effect and greater impact on speech, and within each sub-skill are important aspects that differentiate and deepen speech.

The teacher participates in the development of these skills and sub-skills through different strategies strengthening each one of them where they show how to share their ideas, thoughts, and opinions according to their own realities. The purpose of improving oral production is that children or young people become autonomous people both in and out of school and can defend their ideals with confidence. As expressed by (Masuram & Nagini, 2020) it is essential to use classroom tasks that become activities for acquiring communicative competencies by using real and personal experiences; the practice of activities focused on meaning enhances creativity and interaction among peers (pp. 60-65). In consequence, improving students' autonomy has a great impact on their performance in achieving speaking skills, although it is important to work together on all the aspects that support clear and effective communication.

1.12. Educational Learning Theories

During the last decades it has been evidenced the emergence of new learning theories within education, these learning theories of education are born from the psychological theories of learning in order to relate the behavior that students have during the acquisition of new knowledge in a classroom. The world is in constant development for this reason it is normal to see new teaching methods which only seek the progress of the same in all students of a country and that is because the creation of theories, methods, strategies, techniques, etc., result in a comprehensive and quality education further strengthening the development of education in a country.

Consequently, we can allude that in this section, it will be presented the learning theories which are more associated to the new world and to the acquisition of knowledge in the students:

A. **Cognitive Learning Theory:** according to Jean Piaget's research, the cognitivist theory is known as a mental process in the acquisition of knowledge where the construction of knowledge is formed passively and internally (Piaget, 1964). In other words, the stimulation of knowledge starts from observation to assimilation, becoming a response to what was presented at the beginning of learning. Cognitive learning can be obtained in different ways according to the application of teachings

that the teacher provides to the class. The intention of this theory is that the student awakens interest and attention to achieve meaningful learning.

Cognitivism has a great impact on education allowing to increase the ability to process and remember information transforming students into critical reflective individuals developing creativity together with communication. Within cognitivism, the role of the teacher is observed which is a guide of knowledge and is also responsible for creating problems or situations which allow students to think, while the role of the student is an active subject that generates their knowledge through the activities proposed by the teacher.

B. Constructivist Learning Theory: is an internal learning process through which the experiences and interactions of the learners in the environment in which they find themselves are reflected. All this seems to confirm that the relationship that coexists between constructivism and education is based on the acquisition of new knowledge through the use of technological tools or new technologies applied to education, which are: digital whiteboards, one-to-one experience (computers), projectors, simulators, virtual classrooms, experiments, etc., i.e. the environment where knowledge is constructed. On the other hand, another feature that should be mentioned is the role of the teacher within it, which like cognitivism is a guide but in this theory is also an auxiliary of knowledge, while the student remains an active agent which generates its own knowledge through the interactions of the media that are present in the classroom.

As we have seen, we have talked about two positions in education: cognitivism and constructivism, both of which are of great importance for education in general because they help the teacher to know how a student can learn. It should be recapitulated that not all students learn in the same way. A teacher is required to research, plan and apply theories, models, methods, techniques, strategies, and tools according to the timeline in which the educational process is taking place. As mentioned in previous paragraphs the world is in constant development for this reason or circumstance will continue to appear new learning theories which arise over time and which education itself will be forced to use them in order to achieve an optimal and comprehensive development where you can reach what is established by the Ministry of Education of each country.

CHAPTER II. METHODOLOGY

2.1. Description of the study area

The research work will be applied to freshman students of Colegio de Bachillerato Universitario UTN located in Ibarra, the work will focus on the observation and application of multiple intelligences to promote self-learning. This research will help to determine the appropriate teaching methodology and the subsequent application of didactic activities that will help in the self-learning of students. Finally, it will be used for application in different areas of learning, as it will focus on the empowerment of student learning.

2.2. Research Approach and Type of Research

The present research work will have a mixed research approach, based on quantitative and qualitative research. It should be emphasized that the two approaches allow for better precision in future researches. This work will allow for applied field research and observation. This method was chosen because of the breadth of the research that allows taking aspects from different points of view.

Mixed research will be applied due to the depth of information that can be obtained. The results that will be collected will be detailed, which will allow for a broader vision of the problem and its solution. According to (Molina-Azorin, 2016) "better understanding can be obtained by triangulating one set of results with another and thereby enhancing the validity of inferences" (37-38). This will be beneficial for research in the aspect of providing verifiable information on what you want to know exactly.

The quantitative research will be used to provide information and analyze results on the application of multiple intelligences in the teaching provided by teachers. As mentioned by (Monroy & González-Geraldo, 2017) "a quantitative approach will be applied to collect numerical data from a number of individuals using established questions and answers" (pp. 167-180). On the other hand, the quantitative method will be used to show and quantify the quantitative data on the strategies used by students to develop their speaking skills.

On the other hand, the research work will be qualitative on the part of the description of the results in the research and will allow it to be based on descriptive content. In turn, qualitative research will focus on the collection and evaluation of non-mathematical data (Syed, 2006). This type of research comprises key information to understand and interpret the object of the study. Likewise, it will allow an overview of the situation and a statistical point of view will be given to evaluate, understand and propose solutions to it.

2.2.1. Approaches
• Descriptive approach

The approach to be used in the research are descriptive and explanatory. The descriptive approach is applied in a correlation between the interaction of the study and the research data (Goundar, 2012). A descriptive approach will be considered to provide detailed and describe information on the study and its results in order to answer research questions. In other words, this approach will be used to identify the details of the problem found in the area to be investigated.

• Explanatory approach

In the same way, the explanatory approach will be considered to carry out a detailed description of multiple intelligences and learning styles that help students to develop their self-learning. According to (Ditsa, 2004), explanatory research will be used to determine if there is an intrinsic relationship between the variables. This method will be applied to demonstrate the relationship between teaching applied to multiple intelligences and the production of speaking skills through their own self-learning.

2.3. Methods, techniques, and instruments.

2.3.1. Deductive Method

The research will work with the deductive method to carry out an order of the information, starting with the theory from the general to the data collection. The deductive method will start from the general to the specific in the function of the content according to the research (Park, Irwan, & Han, 2020). It has a logical order where it will conclude with the relation of the research work.

2.3.2. Documentary Method

The documentary method will be useful to approach the information from the database in the use and support of the theoretical bases. As mentioned (Uddin, 2010) this method is used to investigate, interpret, and identify the limitations of the study. the theoretical basis and the organization of the data collected from the content of the research work will be taken into consideration.

2.3.4. Techniques
• **Interview**

One of the main instruments used to collect information is an interview. An interview is an instrument used in research to obtain information through conversation, either face-to-face or by telephone (Easwaramoorthy & Zarinpoush, 2006). In other words, the interviewer will have the possibility to apply the interview by any means desired. In the same way, there are several types of interviews, including the following: types of Interviews;

- ✓ **Structured interview:** It consists of questions predetermined in a specific order. It focuses mainly on gathering information in an organized way.
- ✓ **Semi-structured:** In the semi-structured, the interviewer asks a set of questions in which the interviewee answers in his or her own words.
- ✓ **Non-structured:** The non-structured interview is based on general questions for the interviewer to answer openly and informally.

The technique being used in the research work will be a structured interview and will be applied to teachers in order to collect data on their knowledge of multiple intelligences. This will be used to collect information from teachers about their knowledge of the application of multiple intelligences in the classroom.

2.3.5. Instruments
• **Survey**

The second technique will be a survey and as an instrument will be a questionnaire applied to students to recognize the profile they have. According to (Mathers, Fox, & Hunn, 2009), they mentioned that a survey is one of the most efficient methods to collect information. Its instrument is important to previously investigate the characteristics of the study to be applied to the population. This also helps the interviewer to obtain specific information.

• **Interview**

The last instrument that will be applied is a test done before applying the strategies and after applying them. Finally, self-learning strategies will be provided so that they can develop their speaking skills and other skills. The purpose of tests is to infer the process and application of the strategies to students before and after the research.

Research Questions

How multiple intelligences can enhance speaking skills in freshmen students at Colegio de Bachillerato Universitario UTN?

Do multiple intelligences help to be more proactive in speaking skills in freshman students at Colegio de Bachillerato Universitario UTN?

Are multiple intelligences the best way to develop self-learning in speaking skills in Freshman students at Colegio de Bachillerato Universitario UTN?

2.4. Operationalization Matrix of Variables

Table 1

Operationalization Matrix of Variables

VARIABLES	INDICATORS	DATA COLLECTIONS TECHNIQUES	INFORMATION SOURCE
Listening Skills	• Students Participation • Students Interaction • Interactive activities	Survey	Project Thesis Academic researches
Multiple Intelligences	• Teaching methodologies • Teaching Strategies • Resources	Interview	**Secondary sources** Books Articles Scientific magazines

Note: The table shows some aspects of the pre-undergraduate plane.

2.5. Participants

The research will be applied at Colegio de Bachillerato Universitario UTN, located in the province of Imbabura. The high school consists of 558 students with four English teachers. The participants of the institution will be the freshman students of parallels A, B, and C. Where, course A has 30 students, course B has 30 students, and has C 28 students. To emphasize, in these courses there are three teachers who teach them. The total population to be analyzed will be 88 students and three teachers. Finally, for reasons not exceeding the number of over one hundred students, the sample will not be selected.

Table 2

Participants chart

Institution	Course	N° of Students
Colegio de Bachillerato Universitario UTN	10th EGB A	30
	10th EGB B	30
	10th EGB C	28
Total of Students		88

Note: This chart shows the total of participants for its application.

2.6. Investigación procedure.

For the development of the present investigation, it is important the process of collecting informative data, several instruments will be applied as well as interviews, tests, and questionnaires. These instruments will be applied to freshman students and to the teachers of Colegio de Bachillerato Universitario UTN. The interviews will be applied to the teachers of the same institution. This instrument will provide a clear view of the learning situation of the student. The documents will be sent to the evaluating teachers of the research for their respective approval. Once the documents have been approved, these will be applied to the population. To finish with the data collection, the SPSS program will be used as a statistical instrument. This program will allow the analysis of the data obtained from the population. In the same way, it will help to quantify teacher statistical data and to proceed with the conclusions of the research.

CHAPTER III. RESULTS AND DISCUSSION
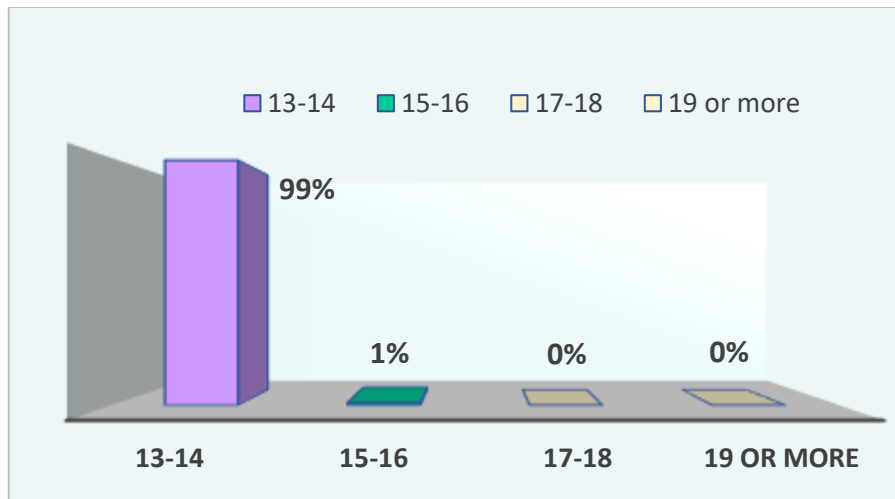
3.1 Results

This chapter contains the results of the data from the instruments collected. It is divided into two sections: the analysis of the survey applied to the students. This was crucial to know the importance that students take regarding the self-learning strategies used in class. On the other hand, the second section has the analysis of the interview applied to the teachers, which helped to obtain information about strategies they use according to the types of multiple intelligences that the students have.

3.1.1. Students' survey analysis

Question 1. Choose your age.

Figure 2

*Age*

Note: From student's survey. December 2022

Analysis:

The bar graph shows the results of a survey applied to know general data of learners. Figure 1 shows that there is a strong majority of individuals in the same age range. There are 99% of survey students who belong to the age range of 13 to 14 years old. Meanwhile, there is a minority of students who belong to the age group between 15 to 16 years old. The results mentioned above have the objective of getting to know the student profile, nevertheless, these data do not affect the object of the present investigation.

Question 2. Do you like to learn English?

**Figure 3**

Students' interest in English area
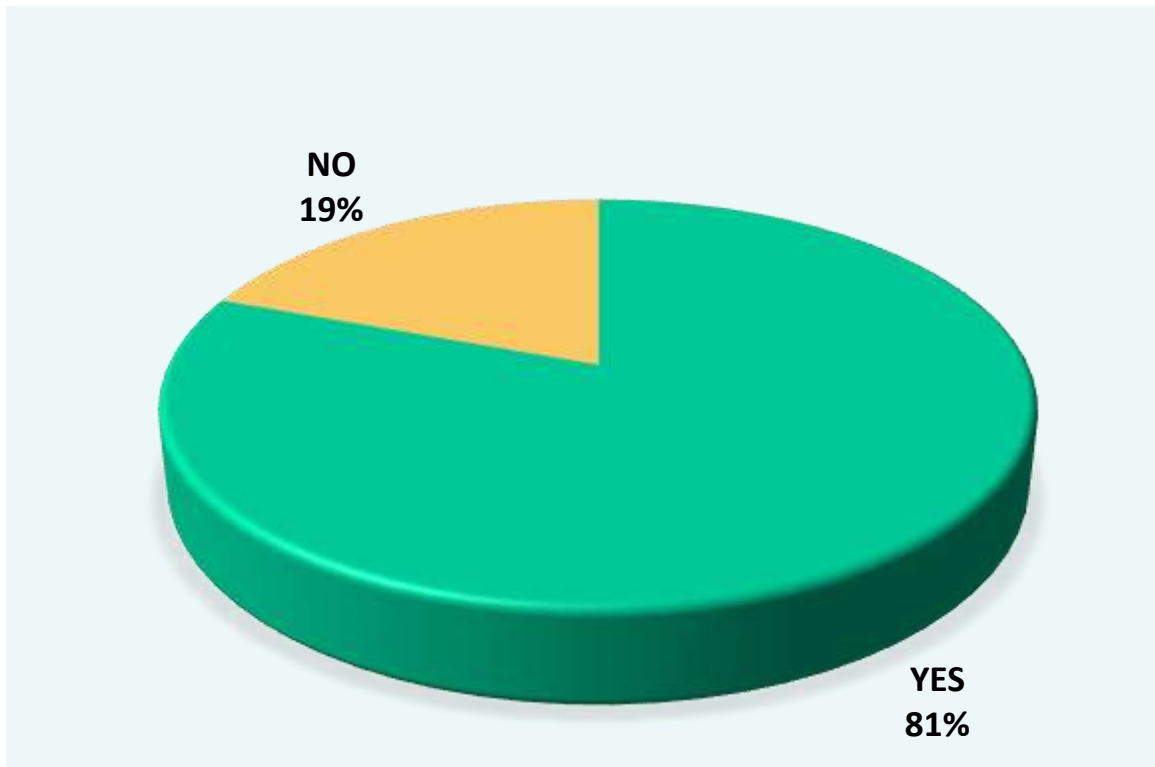
Note: From student's survey. December 2022

According to the pie chart shows if the students like to study the English Language or not; the great majority of them like to learn the English language. Among them, there is 81% affirmed that they like the language. However, there is a small minority that answered that they do not like to learn English. Some of the reasons that students mentioned is that for them this language is difficult to understand without activities that are of their interest.

Question 3. Do you like your English classes?

**Figure 4**

Satisfaction of English class
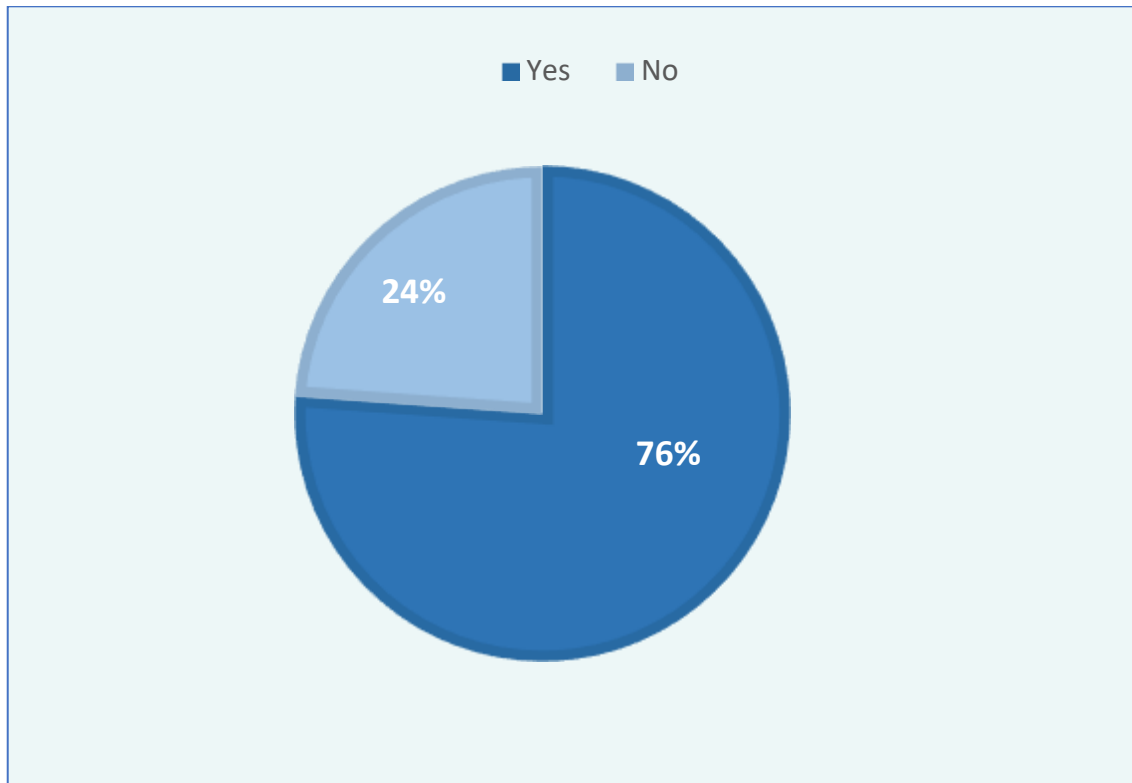
Note: From student's survey. December 2022

Regarding information one, it indicates that the students have no sense of motivation to learn English in their classes. Exist 76% of the participants who say that they like their English classes. On the other hand, a quarter (24%) of the total population responded that they do not like their English classes. Certain opinions mentioned by the students were that the minority did not like their English classes because they did not find their method of understanding and communicating the language. According to the research done by (Gevara-Betancourt & Flores Albuja, 2020) the researcher, students improve their oral production if they are exposed to the language with activities that are interesting and engaging in their learning of the language. For this reason, the teacher has the responsibility to investigate the preferences of his or her students, allowing for a focused education for each one of them, so motivating them to speak fluently in the acquired language.

Question 4. Do you think that Speaking in English is difficult for you?

**Figure 5**

Difficult of Speaking skills
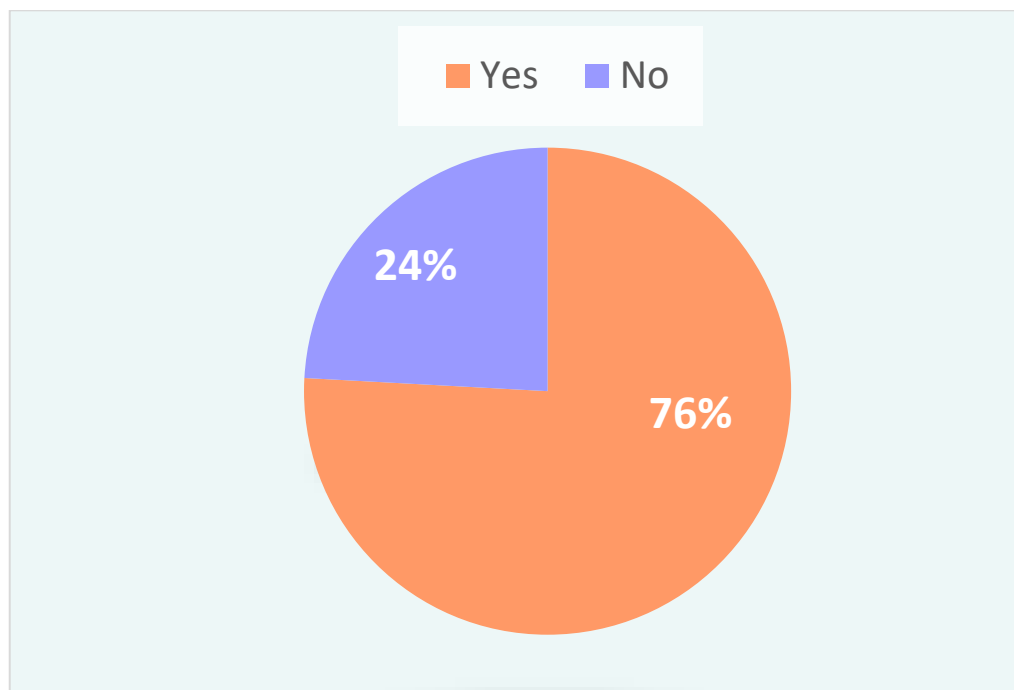
Note: From student's survey. December 2022

The pie chart shows the difference between individuals who say that speaking is difficult and those who say that it is not. According to the pie chart, there is a large majority of individuals say that speaking is difficult. Three-quarters (76%) of the population say it is difficult. On the other hand, a minority say that speaking is not difficult. There is a quarter (24%) of the total population who say it is difficult. This large difference may reflect the fact that the classes given by certain teachers are not totally focused on improving communication in their learning of English.

Question 5. How often do you participate in Speaking activities in your class?

Figure 6

Participation in Speaking classes
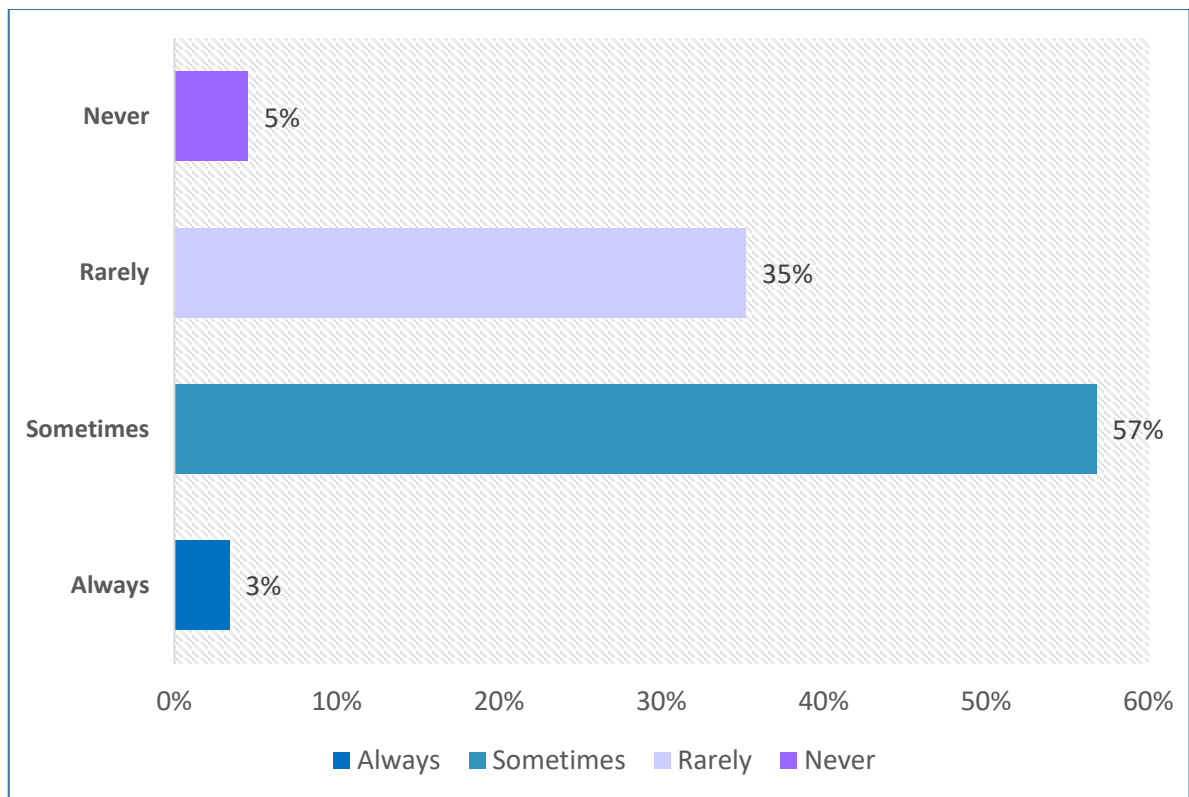
Note: From student's survey. December 2022

The bar graph shows the frequency of participation in communicative classes by students. The highest percentage selected by the participants is the option of sometimes followed by rarely. There is percentage of 57% who participate sometimes in classes. Moreover, there are 35% of the population who responded that they rarely participate in communicative classes. In addition, there is a minority of 5% who responded that they never participate in oral activities. Nevertheless, some students indicated that they participate actively in speaking classes. Among them, there are 3% of students among the total population.

Question 6. Do you think increasing the level of Speaking Skills in class is important?

Figure 7

Importance of increasing Speaking Skills
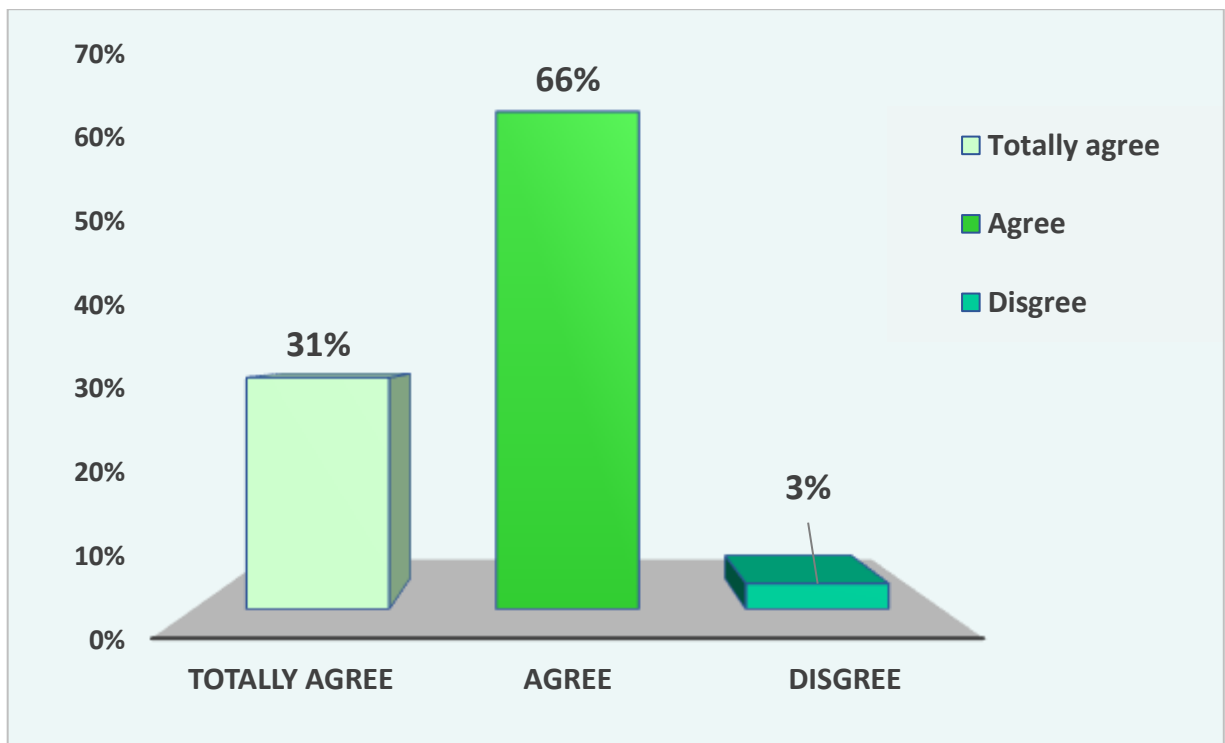
    The bar chart shows the opinion of the students regarding whether it is important to increase the level of speaking skills in English classes. For this reason, the majority of the population selected that they agree. there is a 66% of the total participants over those who strongly agree. There is more than a quarter of the population that mentions strongly agrees that it is important to increase the level of speaking skills. Finally, there is a minor 3% that mentions not agreeing.

Question 7. How often does your teacher provide activities in class to improve Speaking Skills?
Figure 8

Teacher' activities to improve Speaking Skills

|	Once a week	Twice a week	In every class
☐ %	15%	26%	59%
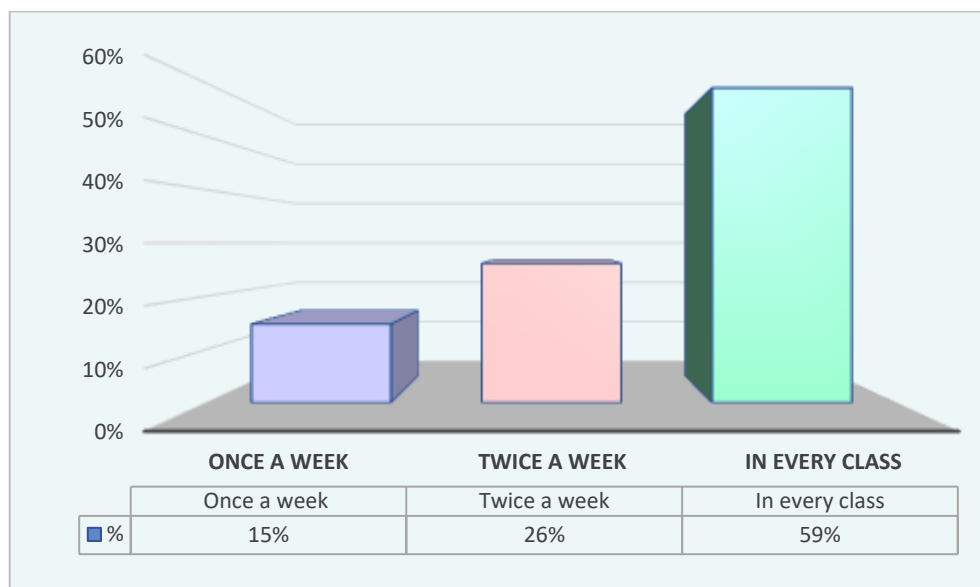
Note: From student's survey. December 2022

According to the bar graph shows the activities the teacher applies to improve communicative skills in classes. Participants have different views of their teachers based on their class. However, the majority of the population mentions that their teachers apply communication strategies in each class. This contains a total of 59% of participants. In addition, there is a fourth of them mentioning that their teachers apply these activities twice a week. Finally, 15% of respondents responded that their teacher uses once a week activity to improve this skill.

Question 8. Do you consider it important to improve your Speaking Skills according to how you like to learn?

Figure 9

Improving of Speaking Skills on how you learn
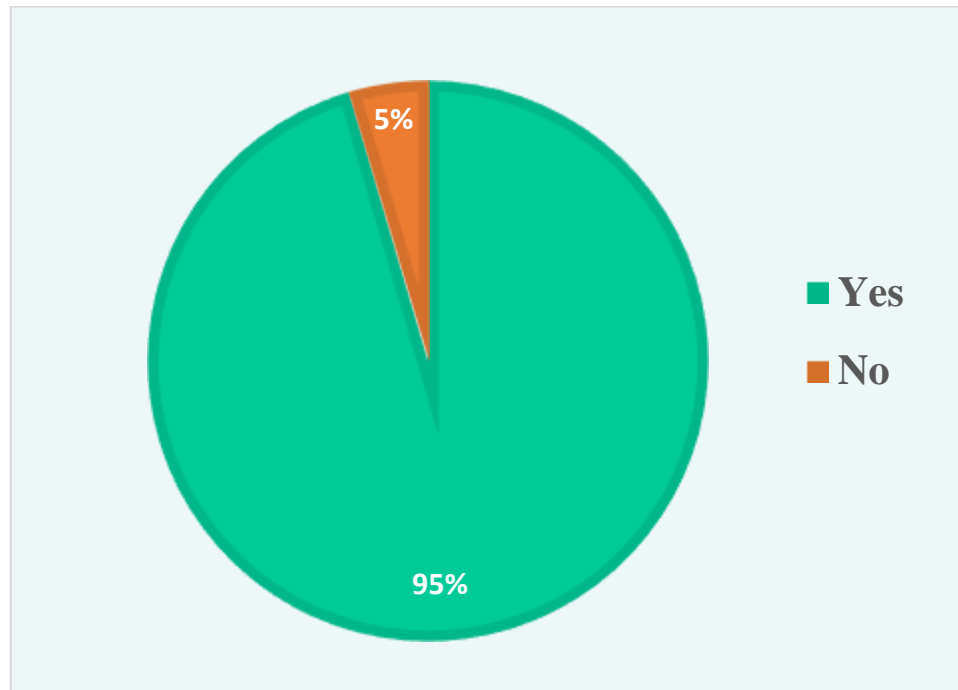
Note: From student's survey. December 2022

According to the circular graph, the information shows the opinion on whether it is important to improve speech skills according to how each of them learns. Thus, in the graph, it was obtained as a greater proportion of the participants answering that if it is important. 5% of total responses from participants. According to their opinions, they mentioned that it was a simple way to improve their Speaking skills, considering their way of learning and what they like to apply in class to feel safe and confident.

Question 9. Choose the activities your teacher applies more frequently in your Speaking classes.

Figure 10

Activities applied in Speaking classes
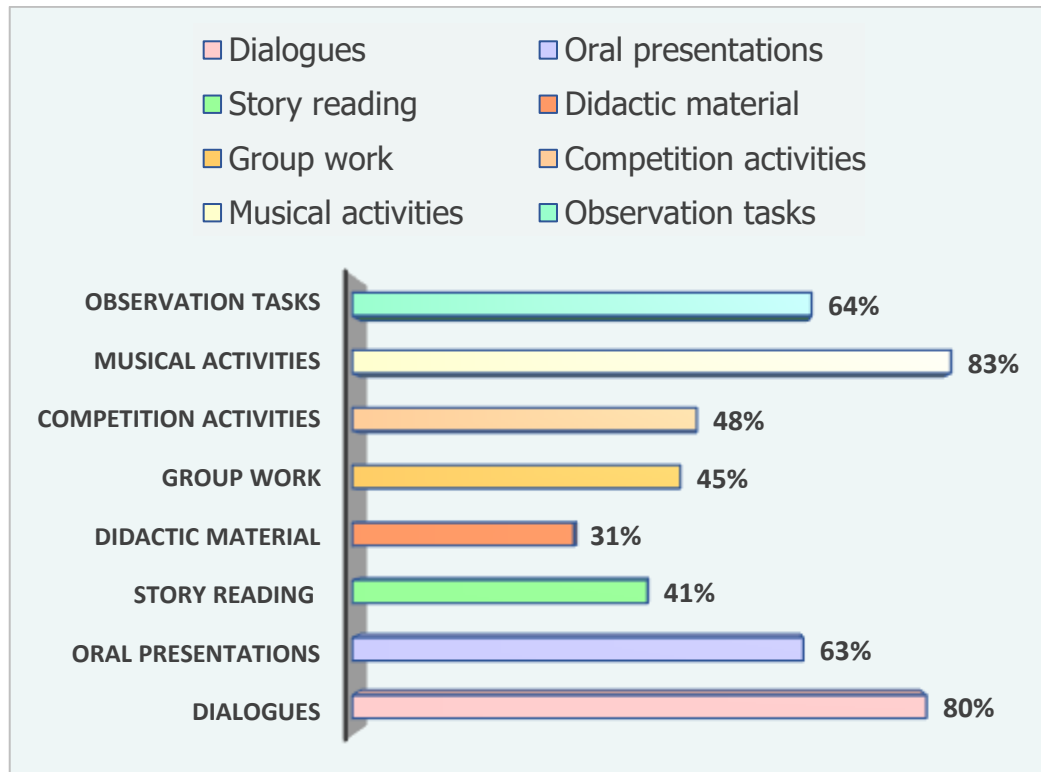
Note: From student's survey. December 2022

The question was based on the activities that the teacher frequently applies in speech classes. the participants had several options, these were created to know the types of multiple intelligences that are found more frequently. The activities that have the greatest supply are; musical activities and the implementation of dialogues. these activities are three-quarters of the total population. these consist of a percentage between 80% to 83%. The following activities have a significant proportion of 63% and 64% of the total participants chosen as frequent. Moreover, the rest of the activities remain under half of popularity. However, this does not prove that they are not favorites for those students who like the rest of the activities.

3.1.2. Teachers' interview analysis

1. What do you like most about teaching?

Teacher 1

I like to share my experience, and my time with my students, and leave with them experiences. Teaching English is one of the best opportunities in my life to know another culture or another language to share with them.

Teacher 2

Well, it is difficult to say, but maybe it could be observing my students' progress and how this progress motivates them to continue learning.

Teacher 3

In my case, I like to share and transmit my knowledge with all my students.

Analysis:

2. Do you encourage your students' self-learning strategies in class? Explain.

Teacher 1

All the time as a teacher we are motivating students to learn, not only English, all things, because life every day teaches something new. I ask my students to identify their skills, and why are they good for them and then improve these aspects. For example, if one student is very good at reading, use different strategies to learn new vocabulary to learn words in context. If one student is good at mathematics, for everything, they have to look at what strategies can improve their knowledge.

Teacher 2

Maybe one way of doing this is trying to identify students' preferences about some activities and according to that preferences I suggest they do some activities at home or including in class. Some of them like to listen to music, learn songs watch videos, and read riddles some of them are good for riddles, so I try to identify their preferences.

Teacher 3

Yes, because this allows the students to expand their knowledge by notifying themselves of learning a second language.

3. Have you heard about multiple intelligences?

Teacher 1

Yes, of course. As a teacher, we must identify our students as an individual person, because everyone is different, one of them is verbal, linguistic, mathematical, and kinesthetic, and I was interested in this topic because in our classes we have thirty students who are I said different words but we have the same objectives to learn.

Teacher 2

Sure, we as teachers need to know about this, it is important in order to plan our activities, we have to make a variety of activities for different learners.

Teacher 3

Yes, for me multiple intelligences are associated with information retention and how quickly they can learn by knowing their own abilities. In education, we have to recognize how students learn best so that they acquire information and transmit it to others.

4. How often do you use self-learning strategies to enhance Speaking Skills?
Teacher 1

I use these strategies at the beginning of the class to identify the interest of the students, and all the time, because it is a process, in the class in different activities you can motivate students you help to develop, but not in my way. In their own way, for example in reading, they have to use paddles but using down their own organizers maybe.

Teacher 2

I would say all the time because all the time students are doing different activities in which they have exchanged information. In my opinion during the class, after the class, and before that, they do different kinds of activities to practice in different ways through reading, writing, and some other things that help them after that produce their own speaking.

Teacher 3

All the time classes with different activities in English since the ability to speak in English involves everything that the students can communicate.

5. Do you think the use of Multiple Intelligences would help improve students' Speaking Skills? Explain your answer.

Teacher 1

As I said before, yes, because multiple intelligences help students to improve not only in speaking because one of them can improve Reading but Speaking is a productive skill and you show that your students speaking English doing that. One of the most important aspects is for example use of material use models, students are good to take notes and then helping to organize information and produce their own speeches.

Teacher 2

Definitely, we have to identify, respect and also have to empower them to use their natural strengths. In my opinion, it makes it easy for them, because through these activities they try to improve their learning strategies.

Teacher 3

Yes, because it promotes the motivation to learn, enhances reading comprehension, and enhances the ability to cooperate in learning with peers.

6. **What self-learning strategies do you use for your students to improve Speaking Skills?**

Teacher 1

For me, visual cards, use the board, and some guides for example patterns, pictures, conversations, and different ideas. I think many questioners, cupboards, games, and questions. Basically, we must teach English for communication, not only for learning the language because some words are difficult to understand or expressions but that is the reason that we need to practice so much. We are preparing songs because not only analyze the words in context and meaning, what is the advice of the song, who is the singer, who is the writer, and we have more opportunities to use songs to improve our speaking skills.

Teacher 2

We try to identify their preferences and the activities we use in class, for example, listening and singing, so they improve their speaking skills when they read something they also tell us something about what they have reviewed and so they try to improve also this skill and we use many other activities like debates in class. According to the level we do different activities for example; telling tales or interviewing each other. Maybe sometimes according to the level for higher levels, we ask for interviews with some teachers or students or higher level students so we do many different activities to let them speak English.

Teacher 3

We usually use different kinds of activities according to their preferences, they usually like to apply role-play activities, discussions, picture description, storytelling, and interviews in pairs or with others students.

3.2. Discussion

Teachers from the UTN High School answered six questions in an interview about self-learning strategies based on multiple intelligences. The purpose of the interview was to find out if teachers apply them to their students in order to enhance Oral Competences. Three teachers share their points of view, respecting each question and sharing their experiences during several years in the educational field. On the other hand, obtaining data information is a process of analysis and collection of theoretical bases for the selection of multiple intelligences that teachers have observed in their students.

The ability to speak consists of a complete process that involves several strengths that are developed in the learning process. While enhancing this skill, other characteristics are strengthened that help to improve learning, considering the strategies that the individual applies in the acquisition process. Although communication is the objective of learning a new language, it is complemented along the way with other skills. In other words, it can be understood that students who are in the process of acquiring the English language guide their learning by complementing it with other skills to obtain a final product.

Among the important findings, the data collected were appropriate to understand that teachers have as a common purpose to achieve communication with students. One of the clear objectives that teachers have in mind is to make students able to build their own learning accompanied by the guidance of their teacher. As mention (López-Gutiérrez, 2022) the teaching practice and methodology used in class must address the need for a total construction of knowledge, incorporating new methodologies and didactic knowledge that will manifest the demonstration of skills and development of the learning that is to be achieved. In addition, another role within the knowledge space is to help learners in the empowerment of their skills that need to be better worked. For this reason, the teacher's work is fundamental in improving the performance of each one of them, thinking about the strengths that allow them to improve as a group and individually.

On the other hand, it is perceived that students have the vision to improve their speaking skills, however, they do not know their strengths or how to apply them to boost their knowledge. It is thus that certain activities that apply in class must be related to strengthening the intelligences that they possess in conjunction with the class. In this way, this becomes a complete learning of the language, for which both the teacher who is the person who shares

experiences, and guides as the student who will hear all learning around will help you achieve communication in the language.

According to the Research Questions is necessary to review the most important points. The activities and methods applied in the classroom should be related to active participation and represented for the types of intelligences that students possess. This means that the activities that are related to multiple intelligences are focused on meaningful learning because they must be connected to the individual profiles of the students. Thus, by applying these strategies they have better opportunities for communication, providing a more active and effective class.

Teaching by multiple intelligences develops a better vision for active participation in the classroom, which allows to recognize the strengths and the impulse of autonomy in each of the students' abilities. A practice with didactic methods represents constant participation in the classroom, thus, the relationship of ways of thinking, reflecting and acting personalizes each learning individually.

Finally, the process of learning by autonomy has as a principle the responsibility for their own learning, choosing what favors them and what does not in order to better understand a subject. The practice of multiple intelligences helps to find the best way of learning without limits and thus motivate to discover new experiences and to express themselves according to what they have learned.

CHAPTER IV THE PROPOSAL

4.1 Title

Speaking improvement based on multiple intelligences.

4.2 Introduction

The proposal is focused on contributing with learning strategies directed towards the improvement of freshman students' speaking skills in reference to their interests and intelligence profile. On the other hand, the fundamental elements of this proposal are self-learning, speaking skills, and multiple intelligences, which are focused on creating a booklet. This is targeted in order to enhance both the self-learning and speaking skills of the students.

In fact, one of the important roles of the teacher is to promote critical and reflective thinking to develop autonomy. Consequently, these aspects will help students to foster other intelligence by working together with their classmates. For this reason, we have designed this booklet which contains learning strategies based on the way they learn. In addition, these can be applied by the teacher so that the learners themselves are able to build their own language acquisition.

The oral expression strategies presented in this booklet are structured according to the intelligences that were most frequently presented during the analysis of the surveys. In the same way, they are focused on the strongest intelligence that were evidenced: bodily-kinesthetic, musical, interpersonal, and visual-spatial. Therefore, the following proposal will be composed of two activities for each intelligence.

4.3. Justification

Motivation in English language learning is an indispensable factor to promote the interest of individuals and seek ways to learn the language. It is necessary to motivate the student to encourage communication from an autonomous point of view and with the guidance of the teacher. Therefore, the present proposal will be focused on helping students to develop in the language according to their performance. In addition, teachers will benefit from this project to apply and improve their students' oral skills. In this way, they will have the opportunity to use this booklet of activities to apply them in their classes and promote communication and self-confidence in speaking English.

For this reason, students are empowered to discover things on their own, which allows them to establish their own learning style. the skills they gain boost their self-confidence to solve

problems independently. In addition, self-learning helps children identify their strengths, weaknesses and needs in their education.

4.4. Theoretical Foundations

Self-learning in English acquisition

The goal of modern education has taken new ways, which is why today's teaching is to enable individuals to develop their own knowledge. However, this process involves great aspects to consider so that they can be self-taught in their own teaching. In the case of not knowing their strengths and weaknesses, this can be detrimental for their academic performance. In the same way, it has great impact to know the strategies that work best in the development of skills and how they perceive information. (Tejada , 2019) suggests that autonomy represents several aspects to consider, such as personal competencies, motivation, confidence, and study techniques. Certainly, these aspects help their academic performance and being authors of their own knowledge. Therefore, learning English autonomously considers the potentiation of their academic performance autonomously by implementing techniques focused on the creation of understanding.

Speaking Skills

Nowadays, communication is one of the most important ways to transmit natural expressions, sensations and emotions to human beings. In the same way, communication is a fundamental element in the teaching of English, directly benefiting the school performance and the emotions of the subject. (Fauzi, 2018) The ability to speak focuses directly on communication between subjects, which enriches other aspects such as pronunciation, vocabulary acquisition, and speaking fluency. As a result, everyone can benefit from the opportunities that the ability to speak brings. This means that it enables people to become autonomous and aware of their speech proficiency.

Importance of Multiple Intelligences

Education depends on several factors in order to achieve a common goal for children or students. Its purpose is to recognize the personal abilities that each subject has. In fact, it is known that everyone is born with more developed skills in certain particular aspects than others. This is commonly known as multiple intelligences, which, according to Gardner, whose theory mentions that there are eight types of intelligence (Morgan & Fonseca, 2004). This means, individual differences of children possess different characteristics depending on their skills, and they have greater success in achieving their goals by performing activities directly related to

their intelligence. In the same way, those who learn to manage their cognitive styles are more likely to be autonomous in their learning, improving their concentration and self-confidence.

4.5. Objectives
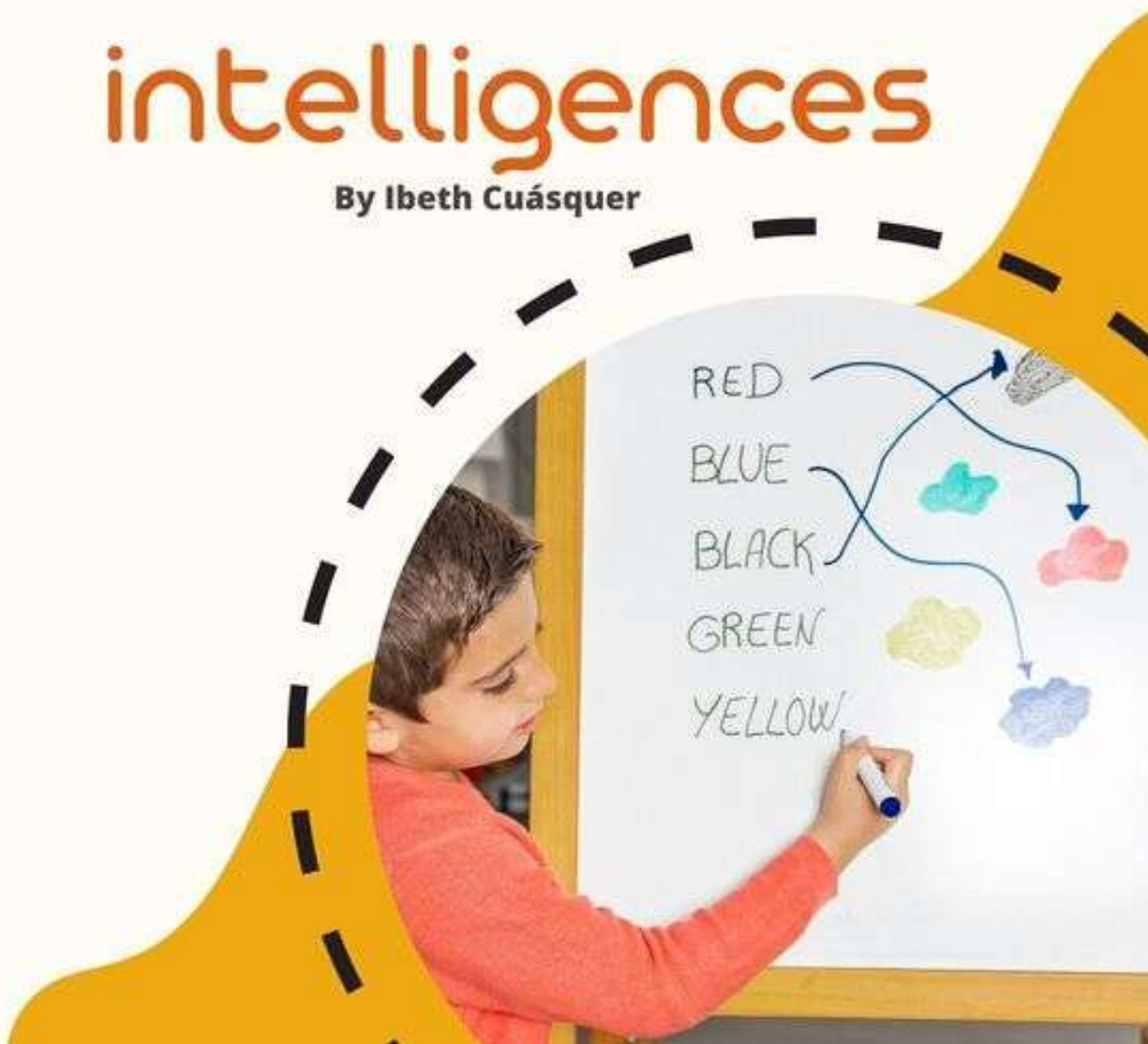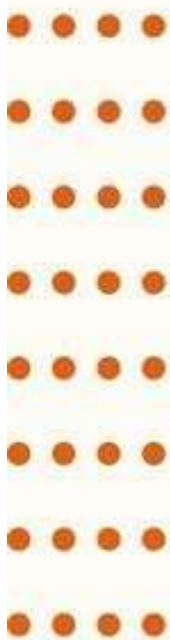
General Objective

Reinforce Speaking Skills through a booklet of self-learning strategies in freshman students at Colegio de Bachillerato UTN.

Specific Objectives

- Design a booklet with self-learning strategies related to students' multiple intelligences to improve speaking skills.
- Use self-learning strategies to improve the productivity of the language.
- Select self-learning strategies according to the multiple intelligences prevalent in students.

Speaking improvement based on

multiple

intelligences

By Ibeth Cuásquer

INDEX

Introduction

The proposal is focused on contributing with learning strategies directed towards the improvement of freshman students' speaking skills in reference to their interests and intelligence profile. On the other hand, the fundamental elements of this proposal are self-learning, speaking skills, and multiple intelligences, which are focused on creating a booklet. This is targeted in order to enhance both the self-learning and speaking skills of the students.

In fact, one of the important roles of the teacher is to promote critical and reflective thinking to develop autonomy. Consequently, these aspects will help students to foster other intelligence by working together with their classmates. For this reason, we have designed this booklet which contains learning strategies based on the way they learn. In addition, these can be applied by the teacher so that the learners themselves are able to build their own language acquisition.

The oral expression strategies presented in this booklet are structured according to the intelligences that were most frequently presented during the analysis of the surveys. In the same way, they are focused on the strongest intelligence that were evidenced: bodily-kinesthetic, musical, interpersonal, and visual-spatial. Therefore, the following proposal will be composed of two activities for each intelligence.

Justification

Motivation in English language learning is an indispensable factor to promote the interest of individuals and seek ways to learn the language. It is necessary to motivate the student to encourage communication from an autonomous point of view and with the guidance of the teacher. Therefore, the present proposal will be focused on helping students to develop in the language according to their performance. In addition, teachers will benefit from this project to apply and improve their students' oral skills. In this way, they will have the opportunity to use this booklet of activities to apply them in their classes and promote communication and self-confidence in speaking English.

For this reason, students are empowered to discover things on their own, which allows them to establish their own learning style. the skills they gain boost their self-confidence to solve problems independently. in addition, self-learning helps children identify their strengths, weaknesses and needs in their education.

Theoretical Foundations

Self-learning in English acquisition
The goal of modern education has taken new ways, which is why today's teaching is to enable individuals to develop their own knowledge. However, this process involves great aspects to consider so that they can be self-taught in their own teaching. In the case of not knowing their strengths and weaknesses, this can be detrimental for their academic performance. In the same way, it has great impact to know the strategies that work best in the development of skills and how they perceive information. (Tejada , 2019) suggests that autonomy represents several aspects to consider, such as personal competencies, motivation, confidence, and study techniques. Certainly, these aspects help their academic performance and being authors of their own knowledge. Therefore. Learning English autonomously considers the potentiation of their academic performance autonomously by implementing techniques focused on the creation of understanding.

Speaking Skills

Nowadays, communication is one of the most important ways to transmit natural expressions, sensations and emotions to human beings. In the same way, communication is a fundamental element in the teaching of English, directly benefiting the school performance and the emotions of the subject. (Fauzi, 2018) The ability to speak focuses directly on communication between subjects, which enriches other aspects such as pronunciation, vocabulary acquisition, and speaking fluency. As a result, everyone can benefit from the opportunities that the ability to speak brings. This means that it enables people to become autonomous and aware of their speech proficiency.

Importance of Multiple Intelligences

Education depends on several factors in order to achieve a common goal for children or students. Its purpose is to recognize the personal abilities that each subject has. In fact, it is known that everyone is born with more developed skills in certain particular aspects than others. This is commonly known as multiple intelligences, which, according to Gardner, whose theory mentions that there are eight types of intelligence (Morgan & Fonseca, 2004). This means, individual differences of children possess different characteristics depending on their skills, and they have greater success in achieving their goals by performing activities directly related to their intelligence. In the same way, those who learn to manage their cognitive styles are more likely to be autonomous in their learning, improving their concentration and self-confidence.

UNIT 1

Bodily-kinesthetic Intelligence

- Our favorite Hobbies
- Let's save the planet!

UNIT 2

Musical Intelligence

- Music is my life
- A crazy song

UNIT 3

Interpersonal Intelligence
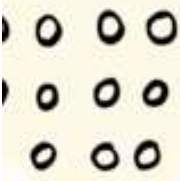
- Science and technology debate
- Critical news roleplay

UNIT 4

Visual-Spatial Intelligence

- Interview jobs and occupations
- Presentation of your favorite travel
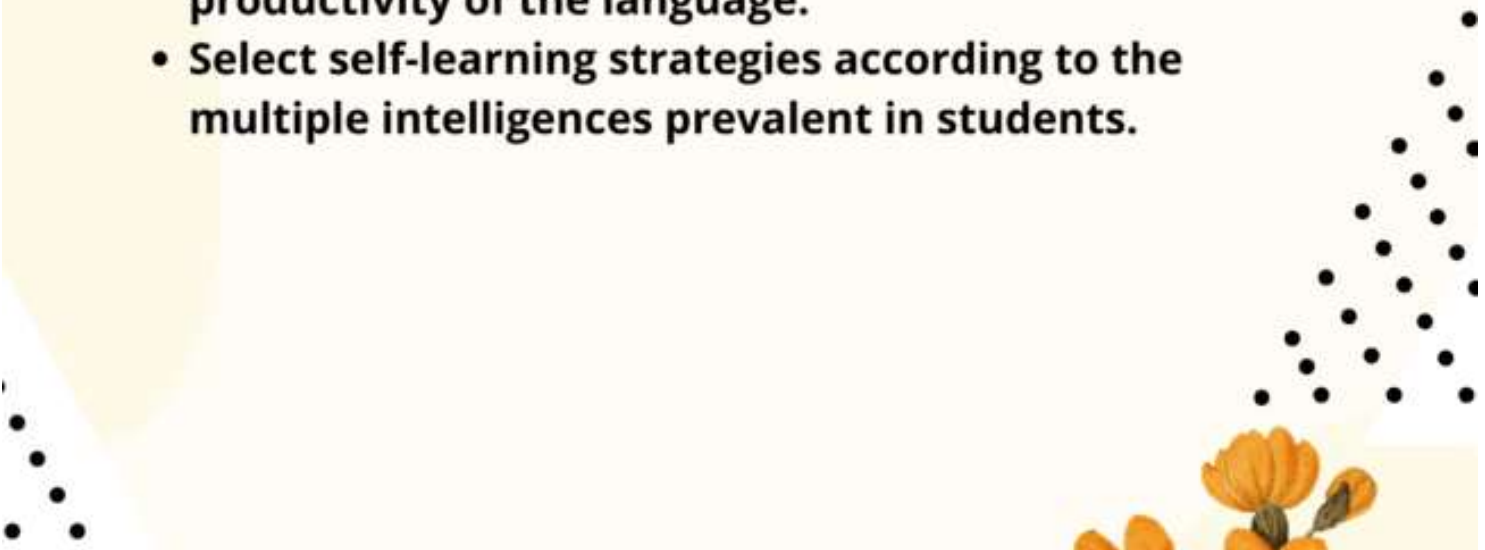
General Objective

Reinforce Speaking Skills through a booklet of self-learning strategies in freshman students at Colegio de Bachillerato UTN.

Specific Objectives

- Design a booklet with self-learning strategies related to students' multiple intelligences to improve speaking skills.
- Use self-learning strategies to improve the productivity of the language.
- Select self-learning strategies according to the multiple intelligences prevalent in students.

UNIT 1

Bodily-kinesthetic Intelligence

Objective:

Enable students to create, imagine and make decisions

Activities:
- Our favorite Hobbies
- Let's save the planet!

Activity 1. Our favorite hobbies

Description:

Students will participate in an obstacle competition, which includes a series of questions related to hobbies, questions and imitation activities. The obstacles will be designed to practice their speaking analyzing each question and answering each activity involved in each obstacle.

Process:

- Teacher provides the instructions so that students can create their own obstacle route.
- Teacher provides the questions and activities without the students' knowledge.
- Students have to make groups of 5 people to compete in each group
- Teacher lists on the board the points they earn for each answer for those who answer first.
- Students who reach the obstacles first must answer the questions or complete the tasks on the cards, as well as mime.
- Activities will be graded on response time, active participation and structuring of each sentence when speaking using the vocabulary learned in class.

Materials:

- Cards with questions and tasks
- Vocabulary learned
- Boxes used as obstacles

Time

- 45 minutes

ACTIVITY 1. OUR FAVORITE HOBBIES

SAMPLE:

1 **Create your route**

2 **Solve the letter soup puzzle**

```
H O R F Q A A W E V P C P J U
C F G E X Y A C I K C I L V W
L P B V G T N D B M B Y A H P
I E K P C A E O X E T M Y J T
V T V M D O E Y M K X S U G O
P W P A G V F S E L E X N N F
C D J A R R L X I Y A L P I B
R T M R H T E K G H R F R T C
Q E L F I P R C A O G S T A M
S U R E A D Z N C I A G A K B
Y W B R Y F X I Z O N K C S P
X I M X O I F B M K S O U C M
P E K J I O E D W T A O T M O
A L Z N C D D C C J W C S C Q
M I D I Q Z M T T F H J I U Y
```

3 **Answer the questions!!**

What kind of movies do you like?

Do you like pets? What is your favorite animal

What do you like to do on weekends?

4 **Guess the hobby with pictures**

5 **Imitate animals**

finally **FINISHED**

Activity 2. Let's save the planet!

Description:

Students will look for an environmental problem that affects the planet, they must use real and important facts about this problem. they must also look for creative but crazy solutions in order to save the planet from destruction.

Process:

- Teacher will ask the students to look for environmental problems with facts
- Teacher will instruct them to create a presentation based on the environmental problems and their solutions.
- Teacher will ask them to recreate the solutions with a small journalistic intervention; characters such as the journalist, scientists, and local people.
- Students form groups of 4 for the exhibition.
- Each student participates in their presentation and performance.

Materials:

- Markers
- Paper
- Pictures

Time

- 45 minutes

LET'S SAVE OUR EARTH!

UNIT 2

Musical Intelligence

Objective:

Guide students to recreate and describe songs from their preference.

Activities:

- Music is my life
- A crazy song

Activity 1. Music is my life

Description:

Students will choose their favorite song and describe it in class to demonstrate what it represents to them and the message it transmits. the song should be chosen as the last song they would hear at the end of the world.

Process:

- Teacher asks them the day before to choose their favorite song to work on in class.
- Teacher asks them to bring to class pictures or projects that represent their personality and what the song represents.
- The presentation will be created and presented in class individually.
- The song should be chosen as if it were the last song to be heard at the end of the world.

Materials:

- Markers
- scissors
- Song
- Paper
- Speaker
- Pictures

Time

- 45 minutes

Activity 2. A crazy song

Description:

Students will create a song based on the rhythm of a well-known song. The lyrics of the song should be created according to their preferences and can include personal stories, age, and crazy lyrics. During the week tips are presented to build the song and present it on the last day of the week.

Process:

- The teacher will give the students the freedom to choose the basis of the song.
- Groups of 5 students will be formed to create and present the song.
- The teacher presents the necessary tips for the creation of the song.
- Each group will present their song and must sing it in front of the class.
- The whole group should prepare and present the song.
- During the presentation, they can wear costumes and act it out.

Materials:

- Notebook
- Pencil
- Computer/Speaker
- Costumes

Time

- 90 minutes

CREATE YOUR SONG

Create, enjoy and present

UNIT 3

Interpersonal Intelligence

Objective:

Motivate students to research and speak in public in groups and individually.

Activities:

- Science and technology debate
- Critical news roleplay

ACTIVITY 1. SCIENCE AND TECHNOLOGY

Description:

Students will choose an interesting topic about science and technology with advantages and disadvantages to debate in class. Each student will look for the appropriate information to participate. The topic to debate will be chosen the previous week in order to have time to research. The arguments will go through a student who will have the role of mediator and will be responsible for giving a common conclusion.

Process:

- The teacher will be an observer in the debate.
- Two topics will be chosen for each group from all the suggested topics.
- The students will organize the discussion according to the chosen topic.
- Each student is responsible for researching information and preparing.
- One student is the moderator of the debate and is the one who will give the final argument appreciating both sides.
- The class will be divided into two groups. Each group will have a specific topic.
- The groups will present their debates one by one.

Materials:

- Previous information
- Class: chairs and desks.

Time

- 45 minutes

SCIENCE AND TECHNOLOGY
DEBATE

TECHNOLOGY

VS
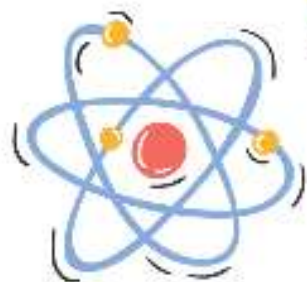
SCIENCE

ACTIVITY 2. CRITICAL NEWS

Description:

This activity consists of recreating with the class a television studio with the class in which a different news area is presented: sports, national, world, scientific, environment, and entertainment. Students will adopt different roles according to their abilities, which will allow the group and individual participation. They will imagine or take real news as an alternative and present them according to the news program.

Process:

- The teacher will provide the previous instructions.
- The topics for the news will be selected by the students
- The students will organize each role and participation
- Each student is responsible for the news presentation in front of the teacher to enjoy the TV program.
- The presentation will have some interesting topics

Materials:

- Previous information
- Didactic materials
- Class

Time

- 45 minutes

ACTIVITY 2. CRITICAL NEWS

NEWS UPDATE

ON AIR

UNIT 4

Visual-Spatial Intelligence

Objective:

Enhance security and confidence in speaking

Activities:

- Interview jobs and occupations
- Presentation of your best trip

Activity 1. Jobs and occupations

Description:

The activity consists of role-playing an occupation and mentioning its area of work, importance, and where it can be found. The teacher will mention what the activity consists of and how it should be presented. Students should wear the costume that corresponds to their job.

Process:

- The teacher will give the instructions for the activity and they need to present their work one day before the presentation.
- Students will choose an occupation of their choice
- Think of the correct attire for their occupation done by hand.
- Prepare the importance of the job, as well as where we can find them.
- Bring a reference picture and whatever they need to present their work.

Materials:

- Reference picture
- Handmade costume

Time

- 45 minutes

JOBS AND OCCUPATIONS

teacher

athelete

police officer

artist

firefighter

astronaut

chef

engineer

nurse

soldier

doctor

farmer

Activity 2. Tell us your best trip

Description:

Students will imagine that they are going on a trip to a dream vacation. For this reason, they will create a vacation triptych that they will tell about in class. Each student will create his or her own exhibition material in class, so they should bring to the classroom the necessary materials that will allow them to build the itinerary of the activities to be carried out in that place.

Process:

- The teacher will explain what the activity consists of and the materials that will be needed.
- The students will think of a place they have always dreamed of visiting.
- Bring the materials for the creation of the triptych to the classroom.
- Think about the content that will be presented in class and what will be on the triptych.
- The teacher will observe the imagination and creativity of their students in the class hour, the exhibition will take place the next class hour of the week.

Materials:

- Cardboards
- Markers
- Pictures
- Glue
- Scissors
- Decorations

Time:

- 90 minutes
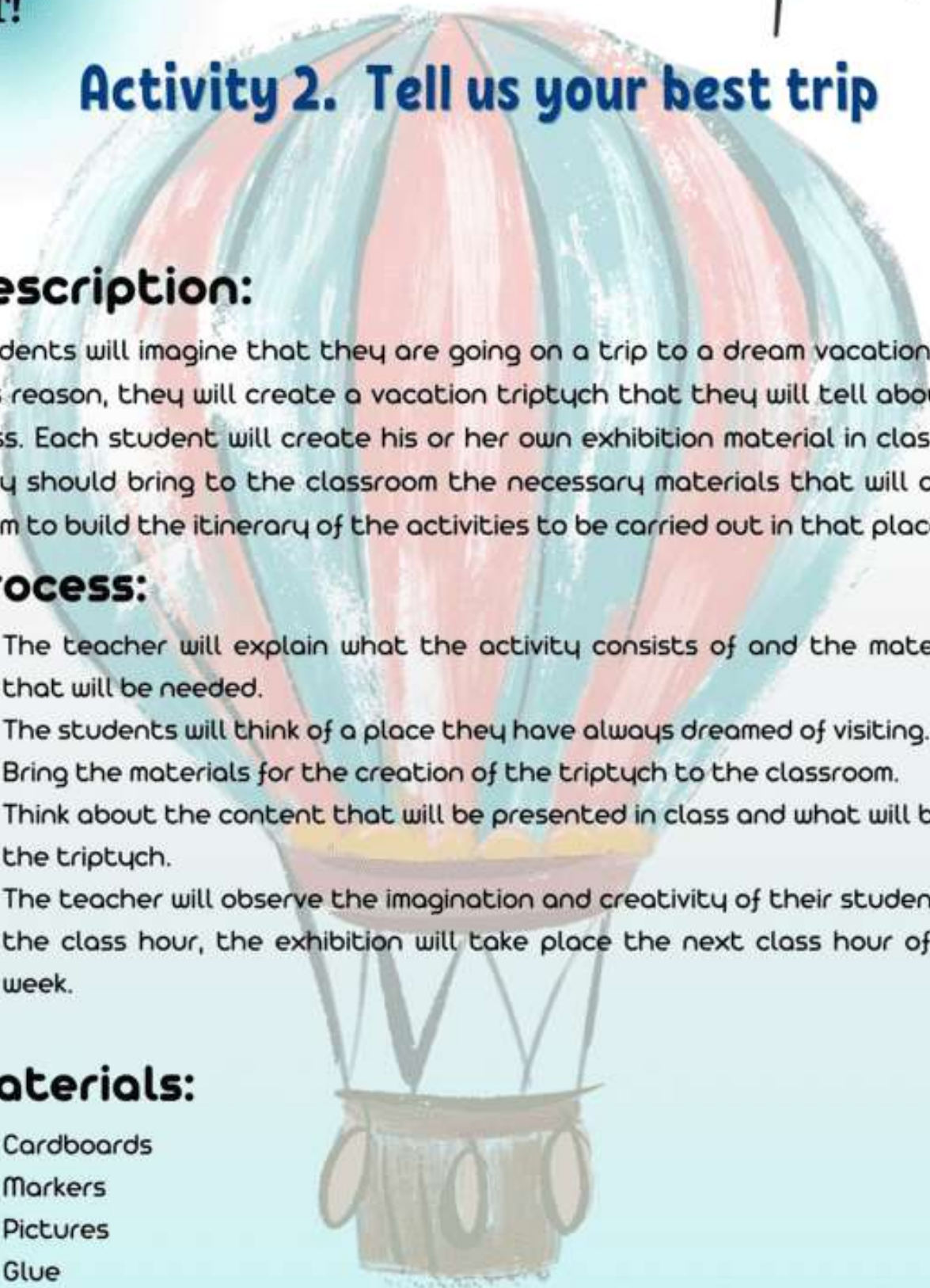
TRAVEL WITH US

AROUND THE WORLD

EXAMPLE:

IMAGINE

BEACH

WATERFALL

CITY

RESSOURCES

HOBBIES

WORD SEARCH

Find the words listed below and circle them.

T	S	K	A	T	I	N	G	Z	C	G	X
U	W	H	I	K	I	N	G	D	A	R	C
S	I	N	G	I	N	G	Y	A	M	E	L
C	M	M	I	S	F	W	O	N	P	A	I
A	M	N	G	K	R	I	Q	C	I	D	M
F	I	S	H	I	N	G	N	I	N	I	B
D	N	P	A	I	N	T	I	N	G	N	I
E	G	L	O	N	L	M	O	G	J	G	N
H	J	A	K	G	C	Y	C	L	I	N	G

- SINGING
- DANCING
- CAMPING
- HIKING
- SWIMMING
- READING
- FISHING
- CYCLING
- SKATING
- SKIING
- CLIMBING
- PAINTING

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- The acquisition of English language is a universal source of communication which is essential to know and acquire in order to get better opportunities in daily life. However, within schools, the English language is a great difficulty for students. This is mainly related to the lack of knowledge of individual skills that learners have.

- The information collected from the interviews and surveys had a high relevance level because it evidenced the importance that students take to the area of English, however, they are not aware of how to improve their skills by applying strategies to promote their self-learning in the English language. With respect to teachers, the use of strategies to improve communicative skills was evidenced, however, they do not apply these strategies to enhance each intelligence that students have.

- According to the theoretical basis established, it is mentioned as a starting point for learning related to the strongest skills that contribute to the acquisition of knowledge. This is closely related to Garnder's Multiple Intelligences, which allows defining strengths and weaknesses, in which it is necessary to reinforce them one by one and turn them into a complete learning unit. In addition, the learner's autonomy is encouraged by learning about his or her way of perception the world and adapting strategies to improve Speaking Skills.

- The implementation of strategies to achieve autonomy in the classroom recognizes a great impact on the acquisition of new experiences. This can be achieved thanks to activities that promote the different brain areas as they support the needs of students with tasks that enable them to experiment on their own in order to achieve their own learning.

RECOMMENDATIONS

- The individual abilities of each student are a great support in English language teaching. Knowing their strengths and weaknesses can support their learning. Teachers should apply several instruments in order to recognize individual learning in their classrooms. This will apply academic units according to each student and help them to improve as a whole.

- The instruments applied will be carried out according to each level of research and information to be obtained. If it is required a more detailed study, the application of better instruments is the best way to obtain more complete information.

- Recognizing the correct and specific information on the topic is essential to establish the necessary theory. The research requires information that is clearly related, so it is essential to research adequately and choose authors with great experience in the area.

- The use of didactic activities in the classroom has a direct connection to autonomous learning. The implementation of activities such as these will help to improve students' oral communication skills. It is recommended to apply activities according to the preferences of each student and rotate them in each English class to make the process of learning English fun and meaningful.

BIBLIOGRAFIC REFERENCES

Advani , V., & Hema, G. (2016). Effect of Interpersonal Intelligence Based Teaching Strategies on Students Academic Achievement. *The International Journal of Indian Psychology, 3*(68), 120-128.

Ahmadian, M., & Ghasemi, A. A. (2017). Language Learning Strategies, Multiple Intelligences and Self-Efficacy: Exploring the Links. *The Journal of Asia TEFL*, 755-772.

Andrade , C., Barba, J., & Bastidas, G. (2018). INFLUENCE OF MUSIC IN ENGLISH IN THE TEACHING OF A SECOND LANGUAGE IN THE UNIVERSIDAD TÉCNICA DEL NORTE. *Revista Conrado, 14*(61), 40-44.

Andrade, C., Bastidas, G., Posso, M., & Alvarez, C. L. (2022). EXPLORING THE L2 MOTIVATIONAL SELFSYSTEM IN ECUADOR: A QUESTIONNAIRE STUDY IN SECONDARY SCHOOL/ HIGH SCHOOL CONTEXTS. *RLA. Revista de Linguística Teórico y Aplicada.*, 39-62.

Austin, K. E. (September de 2016). Application of Multiple Intelligence Theory in the Classroom. *Culminating Projects in Teacher Development, 23*, 1-46.

Behjat, F. (2012). Interpersonal and intrapersonal intelligences: Do they really work in foreign-language learning? *Procedia-Social and Behavioral Sciences*, 351 – 355.

Burgín, X., & Daniel, M. (2021). Examining Current and Future Ecuadorian Educators' Experiences Using Action Research in the English as a Second Language Classroom. *PROFILE Issues in Teachers' Professional Development, 23*(1), 41-55. doi:http://dx.doi.org/10.15446/profile.v23n1.84020

Cifuentes, M. T., Contreras, R. M., & Beltrán, M. E. (2019). The Development of the English Language Teaching in the High Schools of. *Polo del Conocimiento*, 89-98.

Congo Maldonado, R., Bastidas Amador, G., & Santiesteban Santos, I. (2018). SOME CONSIDERATIONS ON THE RELATION THOUGHT - LANGUAGE. *Revista Conrado, 14*(61), 155-160.

Ditsa, G. (2004). A Research Design and a Methodological Approach to an Explanatory User Behavior Testing: Lessons Learnt. *Innovations Through Information Technology*, 762-767.

Easwaramoorthy, M., & Zarinpoush, F. (2006). INTERVIEWING FOR RESEARCH. *Canada Volunteerism Initiative*.

Fauzi, M. (2018). THE IMPLEMENTATION OF SPEAKING ACTIVITIES TO IMPROVE THE STUDENTS' SPEAKING ABILITY AT THE TENTH GRADE STUDENTS OF MA HASAN MUCHYI PAGU. *Simki-Pedagogia*, 1-9.

Gardner, H. (06 de 2012). *Microsoft Word.* Obtenido de https://howardgardner01.files.wordpress.com/2012/06/faq_march2013.pdf

Gevara-Betancourt, S., & Flores Albuja, F. (Enero-Abril de 2020). English Majors' Perceptions on Factors Influencing the Development of their Oral Fluency. *RECUS Revista Electronica Cooperación Universidad Sociedad, 5*(1), 11-18.

Goundar, S. (2012). Research Methodology and Research Method. En *RESEARCH METHODOLOGY* (págs. 1-47).

Gutiérrez, D. (2005). Developing Oral Skills through Communicative and Interactive Tasks. *Profile Issues in Teachers´ Professional Development*(6), 83-96.

Guzman, B., & Castro, S. (2005). Multiple intelligences in the classroom. *Revista de investigación*(58), 177-202.

Hali, N. I. (2017). The Actualization of Literary Learning Model Based on Verbal-Linguistic Intelligence. *International Journal of Education & Literacy Studies*, 42-48.

Hoque, E. M. (September de 2016). Three Domains of Learning: Cognitive, Affective and Psychomotor. *The Journal of EFL Education and Research (JEFLER), 2*(2), 45-52.

Issac , E., & Mensah, M. F. (2013). Domain of Educational Objectives Social Studies Teachers' Questions Emphasise in Senior High Schools in Ghana. *Journal of Education and Practice*, 185-196.

Jenkins, A. (2015). Guided Meditation in the English Language Classroom. *TEACHING TECHNIQUE*, 35-38.

Kennedy, T. (2006). Language Learning and Its Impact on the Brain: Connecting Language Learning with the Mind Through Content-Based Instruction. *Foreign Language Annals, 39*, 471 - 486.

Khan, S., & Takkac, M. (2021). Motivational Factors for Learning English as a Second Language Acquisition in Canada. *Higher Education Studies*, 160-170.

López-Gutiérrez, J. (Agosto de 2022). DISCIPLINES AND KNOWLEDGE: MORE THAN JUST TEACHING. *CHAKIÑAN. Revista de Ciencias Sociales y Humanidades* , 24-34.

Macías, D., & Alonso, F. (2013, october 1). Development of the Distinct Multiple Intelligences in Primary Students Through Interest. *HOW, 20*(1), 90-115.

Masuram, J., & Nagini, P. (2020). DEVELOPING SPEAKING SKILLS THROUGH TASK-BASED MATERIALS. *Procedia Computer Science 172*, 60-65.

Mathers, N., Fox, N., & Hunn, A. (2009). *Surveys and Questionnaires.* The NIHR RDS for the East Midlands/Yorkshire & the Humber.

Michelaki, E., & Bournelli, P. (2016, September). The Development of Bodily-Kinesthetic Intelligence in Children: Implications for Education and Artistry. *Journal of Educational and Social Research, 6*(3), 23-32.

Mills, S. W. (2001, September). The Role of Musical Intelligence in a Multiple Intelligences Focused Elementary School. *International Journal of Education and the Arts, 2*(4).

Ministerio de Educación. (2016). *English as a Foreign Language.* Ecuador.

Molina-Azorin, J. F. (2016). Mixed methods research: An opportunity to improve our studies andour research skills. *European Journal of Management and Business Economics*, 37-38.

Monroy, F., & González-Geraldo, J. L. (2017). Teaching conceptions and approaches: do qualitative resilts support survey data? *Revista de Investigación Educativa, 35*(1), 167-180.

Montaño, J. X. (August de 2017). Learning Strategies in Second Language Acquisition. *US-China Foreign Language, 15*(8), 479-492.

Morgan, J. A., & Fonseca, C. (2004). Multiple Intelligence Theory and Foreign Language Learning. *International Journal of English Studies*, 119-136.

Oxford, R. L. (1990). Language Learning strategies. What every teacher should know. Boston: Heinle & Heinle. doi:10.2307/329849

Park, D., Irwan, F., & Han, J. (September de 2020). CIRCULAR REASONING FOR THE EVOLUTION OF RESEARCH THROUGH A STRATEGIC CONSTRUCTION OF RESEARCH METHODOLOGIES. *International Journal of Quantitative and Qualitative Research Methods, 8*(3), 1-23.

Piaget, J. (1964). Cognitive Development in Children: Piaget. *JOURNAL OF RESEARCH IN SCIENCE TEACHING, 2*, 176-186.

Romero, H., González, M., Flores, D. F., & Armijos, J. (2021, Mayo). BRAIN-BASED LEARNING APPROACH ACCOMPANIED BY MULTIPLE INTELLIGENCES AND THEIR POSSIBLE STRATEGIES. *REVISTA BOLET´N REDIPE, 10*(5), 295-303.

Safranj, J. (2016). Logical/Mathematical Intelligence in Teaching English as a Second Language. *Porcedia - Social and Behavioral Sciences*, 75-82.

Samperio, N. (2019). Learning Strategies Used by High and Low Achievers in the First Level of English. *Profile: Issues in Teachers' Professional Development,, 21*(1), 75-89. doi:https://doi.org/10.15446/profile.v21n1.68246

Shahzadi, K., Zahabia, Manzoor, N., Shabana, H., Rehman, M., & Zabra, R. (2014). DIFFICULTIES FACED IN LEARNING ENGLISH LANGUAGE. *International Journal of Academic Research and Reflection, 2*(2), 76- 82.

Solak, A., & Bayer, E. (2015). Current Challenges in English Language Learning in Turkish EFL. *Participatory Educational Research (PER)* , 106-115.

Stronge, J. H. (2018). *QUALITIES OF EFFECTIVE TEACHERS.* Alexandria, Virginia: 3rd edition.

Suyitno, I., Susanto, G., Kamal, M., & Fawzi, A. (2017). Cognitive Learning Strategy of BIPA Students in Learning. *IAFOR Journal of Language Learning, 3*(2), 175-190.

Syed, R. J. (2006). A Guide to Planning Qualitative Research. *Revista Colombiana de Psiquiatría, XXXV*(3), 419-427.

Tejada , V. (2019, May). *Self-Learning Techniques to Contribute to the Learning of the English language of the.* Santo Domingo, Dominican Republic, Dominican Republic.

Tinajero, C., Lemos, S. M., Araujo, M., & Ferraces, J. (2012). Cognitive Style and Learning Strategies as Factors which Affect Academic Achievement of Brazilian University Students. *Psicologia: Reflexao e Critica*, 105-113.

Uddin, J. (2010). Documentary Research Method: New Dimensions. *Indus Journal of Management & Social Sciences*, 1-14.

Wang, X. (2021, October 13). Cognitive and Affective Learning in English as a Foreign Language/English as a Second Language Instructional-Learning Contexts: Does Teacher Immediacy Matter? *frontiers in Psychology, 12*, 1-8. doi:10.3389/fpsyg.2021.759784

Yakovleva, A. N., Savvina, I. L., Popova, S. A., & Sleptsova, G. N. (2020, Septiembre). Stundents' Self-Directed Learning at Language University. *Propósitos y Representaciones, 8*.

Yan, S. (2012). Teachers" Roles in Autonomous Learning. *Journal of Sociological Research, 3*(2), 557-562. doi:10.5296/jsr.v3i2.2860

ANNEXES

ANNEXES

Annex 1. Instruments.

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Teacher´s interview

Theme: Self-Learning Strategies to Enhance Speaking Skills Based on Multiple Intelligences in Freshman Students at Colegio de Bachillerato Universitario UTN, Academic Period 2022-2023.

The following interview is relevant to collect information about self-learning strategies based on Multiple Intelligences used in the classroom to enhance students' Speaking Skills.

Instructions: Answer the following interview according to your experience as an English teacher in education. The results obtained will be used for Academic purpose.

7. **What do you like most about teaching?**

8. **Do you encourage your students' self-learning strategies in class? Explain.**

9. **Have you heard about multiple intelligences?**

10. **How often do you use self-learning strategies to enhance Speaking Skills?**

11. **Do you think the use of Multiple Intelligences would help improve students' Speaking Skills? Explain your answer.**

12. **What self-learning strategies do you use for your students to improve Speaking Skills?**

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Student's Survey

Theme: Self-Learning Strategies to Enhance Speaking Skills Based on Multiple Intelligences in Freshman Students at Colegio de Bachillerato Universitario UTN in Ibarra, Academic Period 2022-2023.

This survey is aimed to gather information about autonomous strategies based on multiple intelligences that students use in class to improve speaking skills.

Instructions: Please read the following questions carefully and respond each one honestly. This survey will help to gather information for academic purposes.

SURVEY

1. **Choose your age.**

   o 13-14
   o 15-16
   o 17-18
   o 19 or more

2. **Do you like to learn English?**
   o Yes
   o No

3. **Do you like your English classes?**
   o Yes
   o No

4. **Do you think that Speaking in English is difficult for you?**
   o Yes
   o No

5. How often do you participate in Speaking activities in your class?

- o Always
- o Sometimes
- o Rarely
- o Never

6. Do you think increasing the level of Speaking Skills in class is important?

- o Totally agree
- o Agree
- o Disagree

7. How often does your teacher provide activities in class to improve Speaking Skills?

- o Once a week
- o Twice a week
- o In every class

8. Do you consider it important to improve your Speaking Skills according to how you like to learn?

- o Yes
- o No

9. Choose the activities your teacher applies more frequently in your Speaking classes. Choose 5.

- o Dialogues
- o Oral presentation
- o Story readings
- o Use of didactic material
- o Group work
- o Competition activities
- o Musical activities
- o Observation Tasks

Thank you so much

Ibarra, 24 de noviembre de 2022

Magister
Marcela Alarcón
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto "Self-Learning Strategies to Enhance Speaking Skills Based on Multiple Intelligences in Freshman Students at Colegio de Bachillerato Universitario UTN in Ibarra, Academic Period 2022-2023". Previo a del título de: Licenciatura En Pedagogia De los Idiomas Nacionales y Extranjeros Mención Inglés, para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Srta. Ibeth Dayanara Cuásquer Benavides
C.C.: 040201109-2

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

....
....
....

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				**OBSERVACIONES**
Ítem	Dejar	Modificar	Eliminar	
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			
6	✓			
7	✓			
8		✓		
9	✓			
10				

Firma del Evaluador
C.C.: 1001929239

Apellidos y nombres completos	Alarcón Ramos Marcela Elizabeth
Título académico	MSc.
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	mealarconr@utn.edu.ec
Teléfono	0980338494

Fecha de envío para la evaluación del experto:	23-11-2022
Fecha de revisión del experto:	24-11-2022

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Teacher´s interview

Theme: Self-Learning Strategies to Enhance Speaking Skills Based on Multiple Intelligences in Freshman Students at Colegio de Bachillerato Universitario UTN, Academic Period 2022-2023.

The following interview is relevant to collect information about self-learning strategies based on Multiple Intelligences used in the classroom to enhance students' Speaking Skills.

Instructions: Answer the following interview according to your experience as an English teacher in education. The results obtained will be used for Academic purpose.

13. What do you like most about teaching?

14. Do you encourage your students' self-learning strategies in class? Explain.

15. Have you heard about multiple intelligences?

16. How often do you use self-learning strategies to enhance Speaking Skills?

17. Do you think the use of Multiple Intelligences would help improve students' Speaking Skills? Explain your answer.

18. **What self-learning strategies do you use for your students to improve Speaking Skills?**

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Student's Survey

Theme: Self-Learning Strategies to Enhance Speaking Skills Based on Multiple Intelligences in Freshman Students at Colegio de Bachillerato Universitario UTN in Ibarra, Academic Period 2022-2023.

This survey is aimed to gather information about autonomous strategies based on multiple intelligences that students use in class to improve speaking skills.

Instructions: Please read the following questions carefully and respond each one honestly. This survey will help to gather information for academic purposes.

SURVEY

10. Choose your age.

- o 13-14
- o 15-16
- o 17-18
- o 19 or more

11. Do you like to learn English?
- o Yes
- o No

12. Do you like your English classes?
- o Yes
- o No

13. Do you think that Speaking in English is difficult for you?
- o Yes
- o No

14. How often do you participate in Speaking activities in your class?
- o Always
- o Sometimes
- o Rarely
- o Never

15. Do you think increasing the level of Speaking Skills in class is important?
- o Totally agree
- o Agree
- o Disagree

16. How often does your teacher provide activities in class to improve Speaking Skills?
- o Once a week
- o Twice a week
- o In every class

17. Do you consider it important to improve your Speaking Skills according to how you like to learn?
- o Yes
- o No

18. Choose the activities your teacher applies more frequently in your Speaking classes. Choose 5.

- o Dialogues
- o Oral presentation
- o Story readings
- o Use of didactic material
- o Group work
- o Competition activities
- o Musical activities
- o Observation Tasks

Thank you so much

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 24 de noviembre de 2022

Magister

Rubén Congo

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto "Self-Learning Strategies to Enhance Speaking Skills Based on Multiple Intelligences in Freshman Students at Colegio de Bachillerato Universitario UTN in Ibarra, Academic Period 2022-2023". Previo a la obtención del título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

....

Srta. Ibeth Dayanara Cuásquer Benavides

C.C.: 040201109-2

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

....
....
....

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			

....

Firma del Evaluador
C.C.: 1001417235

Apellidos y nombres completos	Congo Maldonado Rubén Agapito
Título académico	MSc.
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	racongo@utn.edu.ec
Teléfono	0998693662

Fecha de envío para la evaluación del experto:	24-11-2022
Fecha de revisión del experto:	24-11-2022

UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173 –SE-CACES-2020

COLEGIO UNIVERSITARIO UTN

Ibarra 4 de julio del 2023

CERTIFICO

Que la señorita **IBETH DAYANARA CUASQUER BENAVIDES** aplico los instrumentos de " SELF-LEARNING STRATEGIES TO ENHANCE SPEAKING SKILLS BASED ON MULTIPLE INTELLIGENCES IN FRESHMAN STUDENTS" y socializo el trabajo de investigación en el Colegio de Bachillerato Universitario UTN.

Dra. Diana Flores

RECTORA