

**INTRAPERSONAL INTELLIGENCE IMPROVEMENT OF TWO -NINTH-GRADER STUDENTS WHO HAVE
BORDERLINE INTELLECTUAL FUNCTIONING AT CARMEN TERESIANO SCHOOL: A CASE STUDY**

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Resumen

Los profesores de lenguas extranjeras experimentan dificultades para enseñar a estudiantes con discapacidades cognitivas. Por lo tanto, el propósito de esta investigación es mostrar cómo los docentes pueden aprovechar diferentes actividades significativas para enseñar inglés a estudiantes de secundaria con discapacidades cognitivas. Entonces, a través de observaciones en clase y con base en la experiencia del docente, se advierte que el uso de una variedad de actividades utilizando la teoría de la inteligencia intrapersonal puede ayudar a los docentes y estudiantes a tener éxito en el proceso de aprendizaje del inglés. Pero lo más importante para el éxito de los estudiantes con discapacidad cognitiva es que los profesores de lenguas extranjeras pueden usar muchas actividades diferentes para ayudarlos a motivar y alcanzar las metas establecidas en el plan de estudios estándar de la escuela.

Para ello, la investigadora llevó a cabo siete (7) talleres que contenían diversas actividades para fomentar estas estrategias. La metodología se basó en un enfoque mixto con un caso de estudio. Se les administró un Pre y Post Test. Por un lado, los resultados mostraron resultados cualitativamente positivos en cuanto a la motivación personal para la práctica del inglés, la percepción de las actividades utilizando la teoría de la inteligencia intrapersonal y el impacto de los diferentes activos y temas utilizados en las mismas. Por otro lado, el resultado en la parte cuantitativa mostró que no hubo un cambio significativo en términos de éxito en las calificaciones de los exámenes después de la implementación.

Palabras clave: Dificultades de aprendizaje, inteligencias múltiples, actividades, motivación, impacto, aula.

Abstract

Foreign language teachers experience difficulties in teaching students with cognitive disabilities. So, the purpose of this research is to show how teachers can take advantage of different meaningful activities to teach English to high school students with cognitive disabilities. It seems that the challenge is to teach English to students with and without learning disabilities in the same classroom. So, through observations in class and based on the teacher's experience, it is noticed that the use of a variety of activities using intrapersonal intelligence theory can help teachers and students succeed in learning the English process. But most important for cognitive disability student's success, foreign language teachers may use many different activities to help them to motivate and achieve goals set in the standard curriculum of the school. Therefore, the use of multiple learning activities in the classroom has shown that all students can learn a foreign language.

To do so, the researcher carried out seven (7) workshops containing various activities to foster these strategies. The methodology was based on a mixed approach with a case of study. They were administered a Pre and Post Test. On one hand, the outcomes showed qualitatively positive results in terms of personal motivation for the practice of English perception of activities using intrapersonal intelligence theory and the impact of different subjects and topics used in them. On the other hand, the result in the quantitative part showed that there was no significant change in terms of exam-taking scores success after the implementation.

Keywords: Learning disabilities, multiple intelligences, activities, motivation, impact, classroom.

Introduction

Teaching and appropriation of English is not an easy task when living and studying in a context in which this language is not fully practiced and perhaps not all students have the same learning capabilities. That is why the project called Intrapersonal intelligence improvement of two -ninth-grader students with borderline intellectual functioning at Carmen Teresiano school: a case study was born as a pedagogical tool.

In the first part of the following investigation, the two students with low cognitive disability levels were diagnosticated through a Pre-Test; then, an innovative proposal was designed, where the English skill abilities of the students were practiced and reinforced by using activities throughout intrapersonal intelligence based on these students' interests. In the end, the results obtained from the pedagogical intervention proposal were evaluated quantitatively and qualitatively taking into account the positive results in terms of personal motivation for the practice of English and the impact of different accents and topics used in them.

It was assumed that the implementation of activities throughout intrapersonal intelligence improves the learning process of EFL, in this case, the English language, strengthening the ability to listen, read, write and also speak, for this reason, this innovative and investigative project is aimed at the educational community from Carmen Teresiano School, especially to students who belong to the ninth grade, and those who have bordering intelligence functioning. Therefore, it was intended that these activities were a space of practice, and at the same time a resource for the development of the competencies inherent to the English learning process.

Objectives

General objective

To test the effectiveness of the use of the intrapersonal intelligence activities to strengthen English learning process in ninth-grader students with learning disabilities.

Specific objectives

- To diagnose the two-ninth grader students' grammar level who have borderline intellectual functioning through a multiple-choice pretest.

- To implement intrapersonal intelligence activities for the -ninth-grader students who have borderline intellectual functioning.

- To compare the English learning progress through a multiple-choice posttest, after intrapersonal intelligence activities were applied.

CHAPTER I: Introduction to the study

Problem Statement

These days, learning English is seen as a necessity in a globalized world, but there are some problems in the learning process of this language. One of them is the lack of motivation. According to Arellano (2013), this problem might happen in scenarios such as desertion from school, low scores, and reluctance to practice the language. This is because in many cases, the study of English is perceived as a requirement of qualification, as an obligation, or as a supplementary subject. Also, some students have had negative experiences in the study of the language, which have resulted in their lack of interest and motivation. However, that interest also arises from knowledge. If the students do not know, they do not get excited, they lose motivation to study the subject.

During years, it has been shown that the borderline functioning students at Carmen Teresiano School, do not count on a specific lesson plan to encourage their English learning process in terms of receptive and productive skills. In addition, the National Ministry of Education "Ministerio de Educación Nacional (MEN)" is implementing policies to promote English as a Foreign Language in Colombia to contribute to a better way of life, provide equal learning and working opportunities, and, of course, to achieve high levels of education.

For these students who have a low learning deficit called borderline intellectual functioning, the learning process must be proactive to catch their attention because being evaluated under the same criteria as their classmates generates an attitude of incapacity in class, hindering their teaching, since they must achieve the basic standards of evaluation of the average students for the ninth grade. This in turn generates an environment of competition among the entire ninth grade, particularly causing a very low self-esteem and a very low performance on these two students.

Rationale

The project of using activities throughout intrapersonal intelligence arises as a complimentary proposal of the current institutional educational process to foster Bilingual Education of EFL in a pedagogical, dynamic, modern, and playful way. According to the above and with the idea of improving the English learning process in two students of ninth grade who have bordering intelligence functioning. These activities would be a pedagogical tool for the practice of English, highlighting the role of the innovative culture that students can create by integrating practice and knowledge through them.

In terms of pedagogical projects, the school does not count on the creation of innovative lesson plans or specific educational projects for this population, which want to seek and enrich the educational process of EFL environments without taking into consideration students' learning disabilities. As is known each person has different capabilities, everybody has a different way to learn even if there is no learning disability, however, most of the time all students are assessed in the same way. To give a solution to this situation, these activities including intrapersonal intelligence promote the innovative spirit and the idea of creating beneficial spaces for the learning process by enriching the practice of what the students learned in the English language class.

Regarding the English classes of the Carmen Teresiano school, focusing on basic standards of competence in a foreign language, this project is an innovative proposal that seeks to stimulate students' participation in academic and language development to help students make progress in the English learning process in a pleasant, friendly and comfortable environment, while promoting bilingualism among the community at Carmen Teresiano School. The activities are intended to become a supporting tool in the language pedagogical field to generate the practice of what the students learned in the English language class, with interdisciplinary subjects to achieve progress of the bilingual educational standards and the goals established by the National Government.

Background

Throughout the history of education, the multiple intelligences theory has been a fundamental factor in learning purposes. One of the most remarkable aspects of the theory of multiple intelligences is that it provides eight distinct potential learning pathways. If a teacher is having difficulty reaching a student through more traditional linguistic or logical methods of instruction, the theory of multiple intelligences suggests several other ways the material could be presented to facilitate effective learning. The same basic guidelines apply whether you are a kindergarten teacher, a graduate school professor, or an adult learner looking for better ways to pursue self-study on any subject of interest. This usually arises with the need to create spaces for students' participation, and also to make known different points of view about current situations different universities are going through.

In the subsequent paragraphs, some works successfully led by various universities are presented.

Firstly, a studied carried out by Stresser and Seplocha (2005), *entitled How Can University Professors Help Their Students Understand Issues of Diversity Through Interpersonal & Intrapersonal Intelligences?* at William Patterson University, Wayne, New Jersey, discuss how university professors can use interpersonal and intrapersonal intelligences to help their students understand diversity issues

Coursework and assignments in the interpersonal domain allow students to converse and share ideas, whereas coursework and assignments in the Intrapersonal domain encourage students to reflect and create personal meaning. (. . .) [They provide] specific examples of strategies and assignments that have been successful in assisting students in their classes to understand multicultural perspectives and diversity issues via Interpersonal and Intrapersonal domains (p. 22).

In this research, one of the key objectives is to focus on identifying the contents, narratives, interactive spaces, and working methods that William Patterson University is using was proposed by determining that:

Opportunities to reflect and explore inner feelings and thoughts support the development of this intelligence. Therefore, students with strengths in Intrapersonal Intelligence understand themselves and are aware of what they can and cannot accomplish. They learn best through working alone, individualized projects, self-paced instruction and having their own space to pursue interests (Stresser and Seplocha, 2005, p.22).

It is clearly outlined that these activities allowed students to participate and be interested in practicing their language skills in this way. On the other hand, the author also remarked that:

The exploration of diversity and multiculturalism is an exciting and often frightening challenge! As we open our classrooms to discussions of issues that involve honesty, controversy, and self-examination, there is often disagreement, discomfort, and initial hostility. However, only through these opportunities can we all reach higher degrees of self-awareness and understanding for our students and ourselves. Multiple Intelligences theory is meant to empower not label people (p. 24).

A representative and interesting aspect evidenced in this research also showed that the multiple intelligences theory can empower every single person and be recognized as social agents in the Carmen Teresiano school. In addition, scholars can get better English skills, since they only focus on what is real, they are interested in building senses about life. Finally, resuming the concept of identity proposed by Stresser and Seplocha, it is fundamental to highlight that

It is also necessary to recognize that students exhibit many different talents, abilities and intelligences. In examining Nieto's work in light of Gardner's work, we have begun to rethink our philosophy on teaching and how students can come to internalize the challenging concept of embracing diversity. With help from Gardner's theory of Multiple Intelligences, we can create these opportunities for all students, acknowledging their ways of communicating and learning in the Intrapersonal and Interpersonal domains. We have also begun to explore the ways in which the other intelligences can help to move students to affirming diversity (2005. p. 24).

In the same line of thought, Sholikhati et.al. research (2017) entitled *Students' thinking level based on intrapersonal intelligence at Universitas Sebelas Maret, Surakarta, Indonesia*, it aimed "to determine the students' thinking level based on bloom's taxonomy guidance and review of students' Intrapersonal Intelligence" (p. 5). The results showed that:

Students with moderate intrapersonal intelligence could achieve applying level and students with low intrapersonal intelligence could achieve understanding level. Since each student has their own thinking level, it can be concluded that student's ability in problem solving is different as well (Sholikhati et.al. 2017. p. 6).

A very accurate vision, because without the knowledge about what are the students' feelings, thinking level, and also their needs, the goal would not be achieved successfully, no matter in which city or even country they are. On the other hand, this document is useful because of its phased organization, which sheds light on how a project of this magnitude should be organized, the conclusions by phases to finally give some final and the resources and instruments applied to the specific population.

On the other hand, the work of Maryati, T. et.al. conducted in 2020, entitled *Contribution of teacher's teaching skills and students' intrapersonal intelligence toward metacognitive awareness of students in state vocational school in Blitar*, here

the learning process at Vocational High School is still not focused on the development of students' high-level thinking skills. This is consistent with Mukhadis' belief that the implementation of learning in the field of technology is still less encouraging, resulting in a lack of development of individual abilities to develop high-level thinking skills, namely metacognition. Given the significance of this metacognitive awareness, the authors conducted a study on the contribution of teacher teaching skills and intrapersonal intelligence to the metacognitive awareness of vocational students enrolled in a computer network engineering study program in Blitar City. The purpose of this study is to determine how much of a contribution teacher teaching skills and student intrapersonal intelligence make to students' metacognitive awareness (p.2).

These authors concluded in their investigation that the production processes of the students with the lowest average value on the indicators on intrapersonal intelligence variables are independent. To overcome this, students will be guided to be able to work on their tasks, overcome their difficulties, and change their shortcomings into excess selves.

Referring to intellectual functioning disability, Hassiotis, A. (2015) document entitled *Borderline intellectual functioning and neurodevelopmental disorders: Prevalence, comorbidities and treatment approaches*, highlighted that the goal of this paper is to provide a literature review on the developmental framework and health comorbidities of children and adults with Borderline Intellectual Functioning (BIF) and neurodevelopmental disorders (p.275).

This author reached interesting conclusions, such as: " There is an indication as shown, that children, young persons and adults with BIF may share a unique profile which is distinct from their peers with mild intellectual disability and of those with average intelligence" (Hassiotis, A. 2015. p. 275). It emphasizes the importance of teachers being aware of this special population, as this is where cross-cutting practice spaces such as activities throughout intrapersonal intelligence take place, in addition,

Intellectual disability is defined as IQ less than 70 in the presence of limitations in adaptive functioning and history of deficits having arisen during early development. However, people with BIF may be excluded from services by virtue of IQ alone and thus may be subject to inequalities and being denied supports which in turn compromise their wellbeing and quality of life (Hassiotis, A. 2015. p. 276).

For context, some scholars with BIF may be excluded from education right solely based on their IQ, exposing them to inequalities and denial of support, jeopardizing their well-being and quality of life. Another fundamental aspect mentioned by Vaney et al. (2015), School-age children's studies have attempted to elucidate the educational difficulties associated with "slow learners," that is, children who, despite not having an intellectual disability, may still suffer from cognitive difficulties and perform poorly academically. They are thought to be one to two years behind their peers of average intelligence. This could be due to impaired information processing, which is crucial in the development of mental ability (review by Hassiotis, A., 2015, p.281). Finally, it gives some final indications of what should be the correct execution of the BFI, mentioning that

Although several papers have been published internationally about BIF, the drive to create a framework around the clinical, educational and adaptive needs of this group have been sporadic and uncoordinated. The number of individuals with BIF is significant at approximately 13 per cent of the population and the impact of untreated mental disorders and other problems adds to poor prognosis and unnecessary suffering. Health professionals must be ready to consider this possibility in patients with associated factors such as neurodevelopmental disorders and poor educational records. Treatments may need to be modified to ensure that those patients do not miss out on further opportunities and improved quality of life (Hassiotis, A. 2015. p. 281).

Since this text is relevant to this research, it gives indications of how in the classroom the borderline functioning intelligence should be treated. So that the cross-practice exercise results, taking into account that it is an integral process that depends on both parties to be successful in the process of teaching-learning of the English foreign language to the students of the Carmen Teresiano school.

Literature Review

Theoretical Framework

Focusing on this research mainly on the latter whose responsibilities are directed as the central axis to the Plan Individual de Ajustes Razonables (PIAR) according to Decree 1421 of 2017 issued by the Ministry of National Education, it is intended that each institution develop the reasonable adjustments and support that guarantee the teaching/learning processes of the students, based on the pedagogical estimation of the teaching exercise. These adjustments are directed from the infrastructure, changes in the curriculum, adjustments to the evaluation system, to the redirection of the pedagogical practice, which must be geared with the Institutional Improvement Plan (PMI) in this way the transformations are intended through the Universal Design of Learning UDL, which is no more than the design of programs, environments, products, educational services designed for everyone in an equitable way.

Decree 1421 of 2017 issued by the Ministry of National Education is based on the following articles consigned in the political constitution of Colombia such as Art. 13, art. 67, art. 44, art. 47, art. 68. Law 115 of 1994 art.46, art. 8 of Law 1098 of 2006 Childhood and Adolescence Code art. 36, Law 1618 of 2013, art. 11 of the Statutory Law which ordered the MEN, the regulation of the educational care scheme for the population with disabilities, educational inclusion, this is prescribed in numeral 4 of art. 11, of statutory law 1618 of 2013 by mandate 1188 of 2018. Its objective is to provide a direction to the structure and guidelines for educational attention to people with disabilities at the preschool, basic and middle levels. Having as basic principles for its execution; Quality, diversity, relevance, equity,

interculturality, and participation. In this way, the decree allows, through its implementation, to guarantee the rights and integrity of the entire community, leaving aside the segregation of the population with special needs.

The financial resources for the public sector will be notified to SIMAT, which will allocate an additional 20% for each student with a disability, it will also have a change in infrastructure, professional support, technological resources, and what is required. For their part, schools in the private sector must allocate resources that make educational inclusion possible. Being of vital importance the scheme of educational attention, for the educational and school management, in this way the responsibilities are divided between the MEN, Secretaries of education or territorial entities in charge, and the private and public educational establishments of the country. (Decree 1421, 2017).

In this way, the implementation of decree 1421 (2017) of inclusion is sought through cooperative pedagogy, strengthening social skills because today's educational system cries out for the need to rethink it since while many fields they have evolved, education is still frozen in time with rote lectures that were applied more than two hundred years ago and continue to be repeated ineffectively in the face of a digitalized and inclusive era whose interests have changed.

Knowledge is not the same as morality, but people must learn from their mistakes to understand who they are and where they are headed. This was the inspiration for Howard Gardner (1983), the creator of multiple intelligences (MI), who began conducting interviews, empirical studies, and a collection of related works of literature in the 1970s. This innovative attempt to improve understanding of the randomness of the world, the meaning of every endeavor, and the alternative approach to education have served as a guideline for many people as they develop curriculums, assessment scales, and instructional materials. Due to the technique's limitations, there have been several reconstructions since its inception up to the present. In the words of Rubado (2002) in her article *Empowering Students Through Multiple Intelligences, Howard Gardner's theory of multiple intelligences*

calls into question traditional notions of student talent and ability. That article applies this theory to the difficulties of teaching students with learning disabilities. Reaching out to young people who have been labeled negatively can be a difficult task. Engaging them in their learning can assist them in understanding that intelligence comes in a variety of forms. In agreement with Chapman (1993); Gardner (1999), there are currently eight bits of intelligence that have been identified:

1. Logical-mathematical intelligence includes the ability to work well with numbers as well as to solve problems logically and scientifically.
2. Verbal-linguistic intelligence is used when one reads, writes, or speaks effectively.
3. Visual-spatial intelligence involves the capacity to interpret the visual world. People with this intelligence can manipulate what they see (e.g. interior designers) to create a desired effect or represent what they see in the form of art or graphics.
4. Musical intelligence is used when a person appreciates, composes, or performs using sound.
5. Bodily-kinesthetic intelligence entails using physical actions, including athletics, drama, or building.
6. Naturalist intelligence includes appreciation of and sensitivity to the natural world. People with a highly developed naturalist intelligence are adept at classifying plants and animals.
7. Intrapersonal intelligence involves knowing oneself and making decisions based on that knowledge.
8. Interpersonal intelligence is used when a person attempts to understand and respond to others (Reviewed by Rubado, 2002. p.234).

Referring to the last one intelligence like personal intelligence. It has been said that the understanding of oneself is referred to as intrapersonal intelligence. And also, it is noticed that they are good at subjects such as philosophy and learn best when given opportunities for careful reflection (Rubado, 2002 mentioned by Armstrong, 2000). In line with multiple intelligences theory, everyone possesses all types of intelligence to some extent and, given the right environment, can develop their weaker areas to a level of competency. Each type of intelligence functions and uniquely interacts with each person, and this interaction is necessary for completing various tasks. To cook a meal, for example, one must use linguistic intelligence to read the recipe, logical-mathematical intelligence to measure the proper portions, and bodily-kinesthetic intelligence to mix to the desired consistency.

From the academy you can sow the seed of innovation and creativity, so it is necessary to mention *the skills for the 21st-century workplace* helping to prepare young people for life and work in a globalized economy, through the supporting for teachers in their pedagogy, helping them to integrate the development of basic skills within the curriculum (Holtzman and Kraft, 2011. p68). The above is the starting point for the generation of the development of new ideas, because the power is in the knowledge.

Linking the previous information, Colombia needs innovative projects which enrich the teaching task in the classroom making meaningful learning which is one of the purposes of the present project, but this does not happen in a unidirectional pedagogy as Retamero (2008) mentioned "In traditional systems, the student is a recipient of information. The teacher decides what information he gives, the student demonstrates what he knows with an exam to be rewarded with a grade." (p. 2) The creation of innovative environments is not about continuing to win everything for a note, on the contrary to gain knowledge and experiences that humanly build learning, for that reason this project will enrich the meaningful learning as an innovative environment, providing new dynamics of learning.

In accordance with innovative learning environments the project is linked with this research and it is important to mention the transformative and participatory role of the projects that seek the creation of new environments as this investigation do. Gardner (1996) in his text *Probing more deeply into the theory of multiple intelligences* states "those who have studied key writings and have engaged in reflection and dialogue about the multiple intelligences theory have come to appreciate a number of important insights. Gardner discusses these insights and suggests their possible educational implications" (p.3). Posing that the Schools are carrying out experiments in implementing multiple intelligences and these innovations have been modifying the teaching way, the narratives, the languages, the learning landscapes, and the habits of the students.

For future English teachers, according to Dr. Marcella L. Kysilka (1973), professor emerita at the College of Education at the University of Central Florida mentioned "when students are put in participatory activities, part of the problems of irrelevant curriculum and lack of sufficient practical experience will disappear "(p.426). That is why, the creation of activities throughout multiple intelligences, would allow generating a participatory activity among its creators and the audience, generating pedagogy through them with inter-institutional purposes. In the teaching of EFL, it is vital for the teachers to have a constructive pedagogical practice, where they can give part of their being allowing them to identify their weaknesses to improve them in the future, Mergler and Spooner (2012) mention the importance of retrospective professional development "For teachers, values education enabled them to make positive changes in their professional practice, particularly in the way they relate to and communicated with students, and resulted in increased teacher confidence and sense of fulfilment in teaching "(p.67). The pedagogical practice allows the future teachers to gain confidence in his or her work, identifying real learning situations and, most importantly, seek and create solutions from the education by means of experience.

The most enriching teaching of English is the realization of cultural and educational context.

Adcock (2014) in his article *The Longevity of Multiple Intelligence Theory in Education* highlights:

Teaching using MI theory is valuable to teachers and students alike because it addresses the diversity of learners. Understanding how the brain works and how MI theory can be used effectively is paramount to improving teaching and learning. In fact, a great deal of research on learning and the brain has become a leading focus in higher education. (p.54)

So, in school teaching the application of Multiple Intelligences (MI) theory with a bilingual pedagogical view, allow the students in first step to enrich the learning process followed by the English skills together. The pedagogical differential point of the project would be the management of cultural, educational and current content that would engage the student in the practice of English with the activities throughout IM theory.

In view of the above, the enrichment of the learning process will be the core of the research project on this paper and it demands English teaching activities application throughout IM theory. As Adcock (2014) remarks "Teacher educators in particular need to continue to emphasize the many different ways that each child learns and to encourage teachers to teach in the way in which the child learns best" (p.54). The content of these activities mentioned before, will have cultural, pedagogical and technological characteristics which permeate different fields of knowledge, they will bound the students giving them the opportunity of practicing in a dynamic way which enrich a lot their English learning.

Thus, in the implementation of teaching activities during the investigation it is important to bear in mind another importance that J.J Wilson highlights "we need to know what our students have understood, and the activities themselves can help students to understand the passage better" (2008, p.95). The research project it is a complete pedagogical intervention with activities which will

complement the analysis and understanding of what they recall linking the recognition with their English skills development process in regards to content, grammar, vocabulary, and pronunciation.

This case study is based on the theoretical basis of multiple intelligences, specifically intrapersonal intelligence and 1421 decree, based on diversity in learning and the different ways of acquiring it. Therefore, it is essential to address learning problems with strategies that provide the student with tools and confidence to be able to achieve the goals proposed for each one.

Being emphatic on diversity when learning as supported by Garner, and also understanding that each student has different strengths and weaknesses, which in traditional education cannot be evidenced since everyone is taught in the same way and is evaluated under the same criteria. Due to all of this Garner proposes to change and individualize education taking into account the learner to strengthen their weaknesses through their particular talents. In this way, this study focuses on the two students who present learning deficits under the paradigm of an inclusive education in which the principle of equity and diversity prevails in the classroom, putting into practice decree 1421, which stipulates the law of inclusion where we all must be seen and treated with dignity respecting the singularities that we have as individuals and that from this society is built, accepting differences in the classroom to create a replica at a social level.

Intrapersonal intelligence, according to Rubado (2002) "involves knowing oneself and making decisions based on that knowledge"(p.233) therefore it was sought to provide the two students in question to know themselves by exploring their abilities, interacting with their environment, and feeling safer when participating in each of the proposed activities to achieve personal and intellectual growth.

CHAPTER II: Methodological framework

The process of this case study took place at the middle school in the neighborhood. The sample referred to the involvement of two content students of ninth grade. Since the objective of this case of study was to implement activities by using intrapersonal intelligence and its incidence for strengthening of English skills on two -ninth-grader students who have borderline intellectual functioning in a mixed language classroom in the Carmen Teresiano School, located in Bogotá, Colombia. It appealed to the research method by a mixed approach, it was applied considering that the investigation topic had enough theoretical support and it proceeded to make an investigation of mixed approach to know in detail the phenomenon of study. The methodological references used are shown below.

Type of investigation

The author, as part of the overall research design, set up and carried out a single instrumental case study (Stake, 2005) aimed at getting an understanding of how activities can improve the English learning process in two ninth-grader students who have borderline intellectual functioning of the Carmen Teresiano school, that were identified during the regular English class, based on the opinions and visions of in-service teachers. This specific Case Study was chosen on a 'convenience' basis since the involved school asked for developing an English learning process. The context was a regular English class for scholars in ninth grade which is located on the Country Sur neighborhood, Rafael Uribe (Bogotá). The school is large, with three ninth grades (each one with around 35 students). The teaching staff is composed of professionals (in charge of teaching the subjects that are specific to the professions), support staff (helping students with cognitive disabilities and special needs).

According to Stake (2005), to reach a comprehensive understanding of a phenomenon in real life, researchers should collect and analyze varied sources of data, so to obtain multiple perspectives. Therefore, in this study teacher's use of the activities and their opinions were monitored through data tracked by the Pedagogical Planner during usage, as well as artifacts produced by the teacher and stored by the tool during the learning design process; reflective diaries, written by the teacher during the learning design process; pre-test, post-test, and study of case format (didactic units). According to Fernandez and Peterga (2001), the population in an investigation

is the total set of individuals, objects, or measures that have some common characteristics observable in a place and at a given time. When carrying out any research, some essential characteristics must be taken into account when selecting the population under study (prr 4).

It was a case study because the most important intervention was for students who have borderline intellectual functioning.

Approach

This research conducted by a mixed approach, case study in the light of the fact that this is the best option what is adapted to the features and needs of this investigation. From the mixed approach, we will take the observation technique to describe the impact of using intrapersonal intelligence theory for two students who have borderline intellectual functioning disability of a mixed class in ninth grade at the Carmen Teresiano school in Bogotá Colombia. According to Rivas (2014), it is

a process that collects; analyzes and links quantitative and qualitative data in the same study, or a series of investigations to respond to a problem's approach. Also, the mixed approach can use the two approaches to answer different research questions of a problem statement (p.2).

It uses the qualitative and quantitative to analyze the results of the same. For Pereira (2011) the “use of mixed method designs is, day by day, an excellent alternative to address research topics in the field of education” (p.15). It is done with a “mixed method, in which case, quantitative methods are used in one stage or phase of research and qualitative method in another” (p.15).

It is important to mention that the quantitative part prioritizes the cause-effect analysis; in addition, it uses statistics for samples, data analysis and results. Besides, it gives importance to the criteria of validity and reliability. According to Monje, in quantitative methodology the measurement and quantification of data constitutes the procedure used to achieve objectivity in the knowledge process (2011. p.14).

Also, the main characteristics of this approach are related to its rigor in the research process, since the information is collected in a structured and systematic way and deductive logic is used to identify causal or universal laws in a reality "external" to the individual (Del Canto & Silva. 2013. p.28). Another important vision is the one that comes from Hernandez, R. et al. (2014), who said that “the quantitative approach is based on works by Auguste Comte and Émile Durkheim” (p.4).

On the contrary, quantitative research considers that knowledge must be objective, and that this is generated from a deductive process in which, through numerical medication and inferential statistical analysis, previously formulated hypotheses are tested. This approach is commonly associated with practices and standards of the natural sciences and positivism (p.4). Finally, quantitative research should be as "objective" as possible. The phenomena that are observed and / or measured should not be affected in any way by the researcher. This should prevent fears, beliefs, desires and tendencies influence the results of the study or interfere in the processes and that are not altered by the tendencies of others (Hernandez, R. et al. 2006. p.15).

Qualitative orientation focuses on the understanding of the actions of people's practice this means that it focuses on behavior. In addition, prevents fragmentation and does not support the possibility of generalization of results, continuing, using participant observation techniques and analysis to emphasize process observation (Rodriguez, p. 32).

According to Monje (2011), "qualitative research is epistemologically nourished by hermeneutics, phenomenology and symbolic interactionism. Hermeneutic thinking starts from the assumption that social actors are not mere objects of study as if they were things, but that they also mean, speak and are reflexive" (p. 12). It is important to highlight what Del Canto and Silva (2013) mentioned because for them, qualitative research is subjective, has inferences in its data, is exploratory, inductive and descriptive, is process oriented, has rich and deep data, is not generalizable and is holistic in a dynamic reality (p.30).

Qualitative analysis, in contrast to quantitative analysis, is based on the thinking of authors such as Max Weber. It is inductive, which implies that it uses data collection to refine research questions or reveal new questions in the interpretation process (Hernandez, R. et al. 2014. p.7).

Taking into account this theory, the collection of data for this research was fundamental to start from a base in which the students, through a pre-test seems to have a common thread to show the effect of the development of intrapersonal intelligence in their learning, and being able to demonstrate it with the post-test which yielded important conclusions for the end of the investigation.

Within the qualitative approach there is a variety of conceptions or frameworks of interpretation, but in all of them there is a common denominator that we could place in the concept of cultural pattern that starts from the premise that every culture or social system has a unique way to understand situations and events. This worldview, or way of seeing the world, affects human behavior. Cultural models are at the center of the qualitative study, since they

are flexible and malleable entities that constitute frames of reference for the social actor, and are constructed by the unconscious, transmitted by others and by personal experience (Hernandez, R. et al. 2006. p.18).

Paradigm

The present study is bordered within the socio-critical paradigm. This gives a worldview of how the social reality of the intervened population is perceived. The socio-critical paradigm proposes a social science that is not purely empirical, nor only interpretative. It is relevant for this investigation as Rodríguez (n.d.) suggested, "Social research is necessary and fundamentally in action research" (p.30).

The socio-critical paradigm has its main foundation in critical theory, originally defined in opposition to traditional theory. This paradigm represents the type of "scientist" theorization guided by the ideals of the modern natural sciences and their prerogative of free valuation research (Frankenberg, 2011, p.68). Also, it is important to mention that in this paradigm, there is not research without action or action without research.

According to Alvarado and Garcia (2008) its objective is

to promote social transformations, giving answers to the specific problems present within the communities, also, among the most important characteristics of the socio-critical paradigm applied to the field of education are: (a) the adoption of a global and dialectic vision of the educational reality; (b) the shared acceptance of a democratic vision of knowledge as well as of the processes involved in its elaboration; and (c) the assumption of a particular vision of the theory of knowledge and its relations with reality and with practice (p. 190).

That being said intrapersonal intelligences activities are an opportunity to have a change in a specific context in which students of Carmen Teresiano School can practice their English skills and also have a relation with the reality.

In this way, understand this theory from the basis of the classroom reality to bet on a more inclusive and dignified society for social transformation from the understanding based on differences and how these make us a more empathetic community with each other and the setting following 1421 Decree, which reflects the adjustments and significant changes that education must give towards inclusion where we are all an active and valuable part of society.

Ontological position

The ontology treated in the socio-critical paradigm is the nominalist that agrees with naturalism in considering reality as an intersubjective construction that takes place within certain referential frameworks, which results from the density of accumulated knowledge by specific social groups that manifests as social consensus (Rodríguez n.d P. 30).

Epistemological Posture

According to Rodríguez (n.d), A subjectivist epistemological position assumes, in general lines, the basic ideas of naturalist positions. Its contribution lies in maintaining that knowledge assumes a critical position and a transformative action against reality, a position that would awaken in the researcher a "true conscience". It goes even further, by solving the problem of the neutrality impossibility in an offensive way, that is to say, including the values explicitly and actively in the research process and attributing to it an emancipatory and transforming character (p.30).

Population and context

The study was conducted in an urban private school in Bogotá. In the school year 2018. The school support staff joined by a psychologist, an occupational therapist and a speech pathologist gave

the following diagnosis: ¹Student A has an Intellectual quotient (IQ) of 86, which classifies her aptitude under the category low average. Difficulties are observed at level of verbal reasoning, verbal expression, formation of concepts, auditory comprehension, distinction between not essential and essential characteristics and reservation of knowledge, capacity of learning, memory in the long term, grade of development of the language, comprehension in starting social general situations. The formation of not verbal concepts and the aptitude to separate figure and fund in the visual stimuli, speed of prosecution and the consistency of response are also detected. Student B has cognitive low shortcoming to moderate with difficulties in attention and auditory memory of work auto monitoring, cognitive flexibility, abstraction and verbal and not verbal reasoning. With skills at level of attention and memory of visual work, speed of prosecution, organization and sequential planning, verbal fluency and auto regulation emotional and behavioral. This research is orientated toward students who have borderline intellectual functioning, in the following way:

- Global Population: Night grade.
- Specific Population: Students who have bordering intellectual functioning

Table 1

Population and Age

Group	Population	Age Average
Specific Population (A)	2	11-14

¹ The researcher lost the Psych-pedagogical diagnosis paper during the research. Authors as Pepinsky (2018) agrees that missing data is something that happens very often when researchers carry out a study, but he reveals that, it could be considered with different methods (p.1).

Global Population (B)	34	11-14

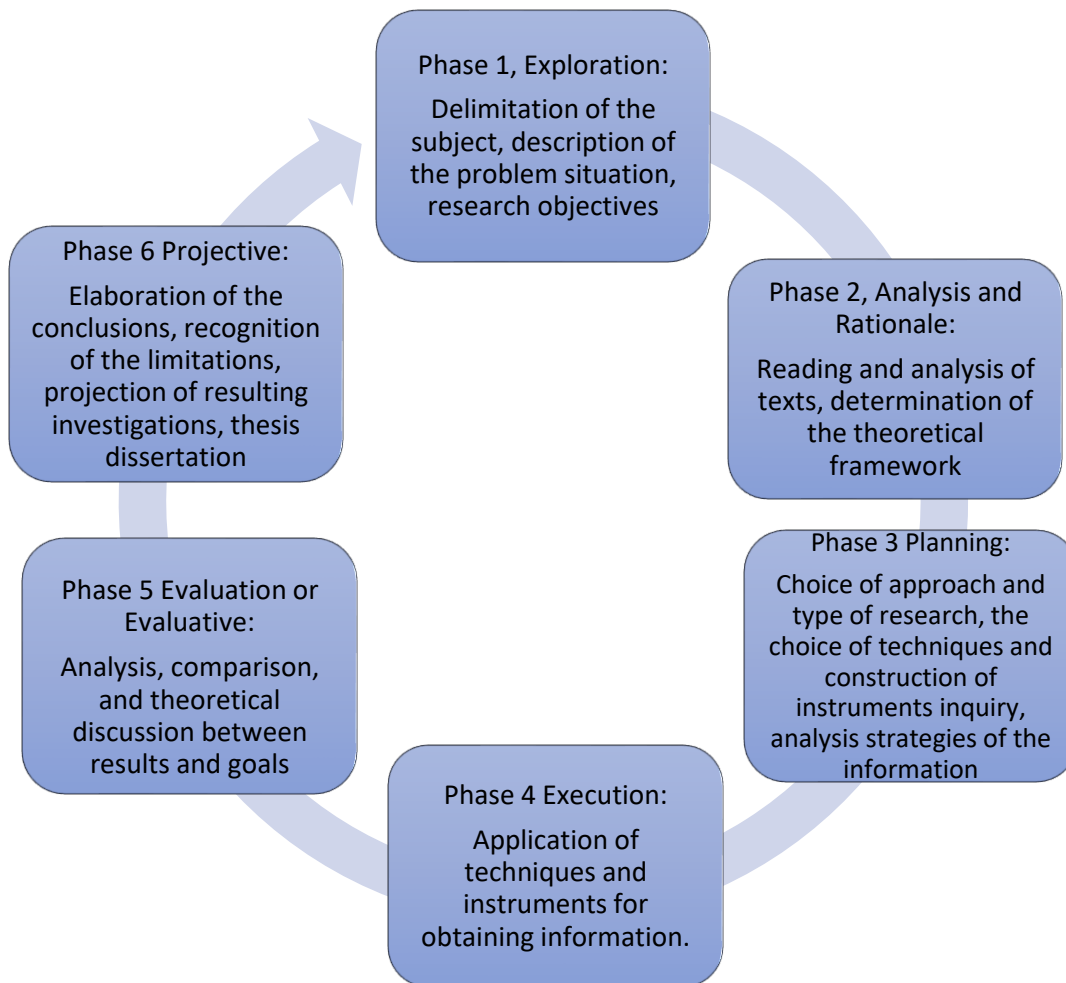
Author’s own creation

Organization by Phases

The present study was carried out in the light of the following phases:

Figure 1

Organization by Phases



Author’s own creation

Information of Data Collection Instruments**Pretest** (See appendix, 1)

Firstly, in this investigation, a Pretest is an important material to diagnostic the participants of this research are and also identify which skills should be reinforced in the process. According to Popham (2009), in education, a diagnosis test helps identify a student's learning problems so teachers can provide instruction to remedy those problems (p. 90).

In the beginning, the researcher proceeds to administer the Pretest to identify what students know and can do in different domains to support their students' learning of the present study.

To the first part, a multiple-choice test for diagnostic purposes designed by Maastricht University Language Centre, English department was applied to assess the two ninth grade borderline intellectual functioning students present language needs. They answered 99 questions without spending too long considering their answers. They chose the answer that they thought fitted best into the gaps and entered their choice on the multiple-choice answer paper provided.

Activities throughout intrapersonal intelligence implementations (See appendix, 4,5,6,7,8)

The implementations were developed with the two students with borderline intellectual functioning and they had three factors: personalized projects, self-paced instruction, and having their own space to pursue interests are all advantages. These activities were created by the researcher according to the different topics covered in the lesson plan.

According to Stresser and Seplocha (2005), "General instructional strategies that support Intrapersonal Intelligence include these techniques: Journalizing; Autobiographies; Self-study; Self-Assessment; Divergent Questions; Analogies; Visualization; Metacognition (thinking about thinking); Reflection; and Connections to Personal Life" (p.22). Giving to the listeners a close experience to the world of English learning tools. Implementations were carried out between September and November

2018 and equally raised according to the results of the initial diagnosis with the activities designed and made by the researcher of the present study.

Posttest (See appendix, 3)

After the implementations of some intrapersonal intelligence activities, the participants were asked to take once again the multiple-choice test to measure their progress as a Post-Test. This test is characterized by having an answer analysis chart like this

0 - 20 = Elementary

20 - 50 = Lower Intermediate

50 - 60 = Intermediate

60 - 80 = upper Intermediate

80 – 99 = Advanced

Didactic Unit (See appendix, 4,5,6,7,8)

Title: Nice and Tasty for 9th grade – English class

Table 2

Didactic Unit

Justification	This resource represents support by providing teachers with guidelines for foreign language teaching and learning processes to be more effective. In this section, possible methodological and assessment paths are proposed to illustrate one of the many ways of implementing the curricular proposal.
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Adapted from “Teacher's Book H.Q. Mitchell -Marileni Malkogiani” by MM Publications, 2012

Table 3*Didactic Unit*

Key Competence	<p>The guide 22; Basic Standards of Competence in a Foreign language: English (MEN, 2006) which suggests the communicative competence. This competence includes:</p> <ul style="list-style-type: none"> • Linguistic competence • Pragmatic Competence • Sociolinguistic Competence
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Adapted from "Teacher's Book H.Q. Mitchell -Marileni Malkogiani" by MM Publications, 2012

Table 2*Didactic Unit*

Learning Objectives	<ul style="list-style-type: none"> • Exchange information on academic subjects through role playing. • Produce medium length narrative Oral and written texts on academic matters • Use role-playing to exchange information on academic subjects. • Create a medium-length narrative. Texts on academic subjects, both oral and written • Identify cause and effect relationships in medium-length narrative oral and written academic texts • Create medium-length narrative oral and written texts on topics related to the social environment.
---------------------	--

	<ul style="list-style-type: none"> • Through conversation, exchange information on topics related to the social environment. • Recognize contrast and addition relations in medium-length oral and written texts on social environment-related topics. • Create oral and written recommendations on academic subjects of interest. • Recognize information on academic topics of interest in brief descriptive oral and written texts. • Expressing preference • Ordering food • Asking and answering about quantity • Discussing food and eating habits • Discussing current activities • Distinguishing between habitual actions and current events
--	---

Adapted from "Teacher's Book H.Q. Mitchell -Marileni Malkogiani" by MM Publications, 2012

Table 2

Didactic Unit

<p>Contents</p>	<p>Lexical</p> <p>Opposites</p> <ul style="list-style-type: none"> • Woman – women • Man – Men • Child- children. • Person -People
------------------------	---

	<ul style="list-style-type: none">• Wrong – right <p>Expressions of contrast and addition</p> <ul style="list-style-type: none">• In addition to...• Nevertheless...• On the other hand, ...• However, ...• Besides... <p>Expressions to request clarification</p> <ul style="list-style-type: none">• Can you be more specific about...?• If I have understood you correctly, your point is that...• I didn't catch what you said about...• I'm sorry; could you repeat that please ...?• Sorry, but I'm not quite clear about... <p>Expressions to make an oral presentation</p> <ul style="list-style-type: none">• Today, we would like to present...• Good afternoon, our purpose today is...• My group members are... and I am... <p>Expressions to summarize ideas.</p> <ul style="list-style-type: none">• Basically he/she is saying that....• In this text, the author argues that....
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	<ul style="list-style-type: none"> • To support the main claim, the author provides evidence • that suggests <p>Grammar</p> <ul style="list-style-type: none"> • Countable and uncountable nouns • a(n)/some • some/any • would like + noun • How much? /How many? <p>Pronunciation</p> <ul style="list-style-type: none"> • Intonation • Accent and stress on words • It is unbelievable... • Recognize emphasis in short phrases <p>Discourse</p> <ul style="list-style-type: none"> • Relations of contrast and addition. • Discourse markers. <p>Sociolinguistic/Intercultural</p> <ul style="list-style-type: none"> • Respect for cultural differences and for situational, social and historical contexts. • Learning through interaction.
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Adapted from "Teacher's Book H.Q. Mitchell -Marileni Malkogiani" by MM Publications, 2012

Table 2

Didactic Unit

<p style="text-align: center;">Methodology</p>	<p>This class will include, audio, visual, reading writing, and hands-on activities to teach the English language while improving students' English capacities. Although the main language of the class is English, the use of the Spanish language to better understand or express one's self is encouraged. Therefore, translating will be used in various activities. Throughout the course, students will be working alone or in pairs on project-based activities to enhance learning. Journalizing, autobiographies, self-study, self-assessment, and connections to personal life are a highly valued asset in this class.</p> <p>The unit will consist of learning the basics of producing a video. and the language used, through videos and in-class activities. They will get a chance to exercise their audiovisual knowledge and new vocabulary through an individual video project.</p>
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Adapted from "Teacher's Book H.Q. Mitchell -Marileni Malkogiani" by MM Publications, 2012

Table 2

Didactic Unit

Materials and resources	Computer-YouTube-informational video, poster board, magazine photos (optional), text book, pencils, paper, props.
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Adapted from "Teacher's Book H.Q. Mitchell -Marileni Malkogiani" by MM Publications, 2012

Table 2

Didactic Unit

Sessions	<p>Session 1: Present vocabulary, structures and functions in the context of a dialogue (See appendix, 4)</p> <p>Analyze: countable and uncountable nouns -a(n), some</p> <p>Evaluate: Expressing food preference</p> <p>Create: write a few sentences about the food they like and don't like</p> <p>Materials: Workbook: 5a Delicious! page 62,63; exercises 1,2, 3, and 4, students' paper and pencils.</p> <p>Session 2: Practice in ordering food and taking an order at a restaurant (See appendix, 5)</p> <p>Analyze: some - any</p> <p>Evaluate: Ordering food, taking an order, making an offer</p>
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	<p>Create: Role play</p> <p>Materials: Workbook: 5b Let's order! page 64,65; exercises 1,2, 3, and 4, students' paper and pencils.</p> <p>Session 3: Present vocabulary, structures and functions in the context of a quiz (See appendix, 6)</p> <p>Analyze: How much / How many</p> <p>Evaluate: asking and answering about quantity taking about one's eating habits</p> <p>Create: write a few sentences about the eating habits of one of their classmates.</p> <p>Materials: Workbook: 5c You are what you eat page 66,67; exercises 1,2, 3, 4, 5 and 6, students' paper and pencils.</p> <p>Session 4: Present functions and vocabulary in the context of a magazine column (See appendix, 7)</p> <p>Analyze: Vocabulary; call (v.), cook (n9 dangerous, egg, expensive, find out, gal. (gallon)</p>
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	<p>lb. (pound), like (prep.), pay, scientist, smell (v.+n), test, the same, true, year</p> <p>Evaluate: discussing food facts, taking about unusual kinds of food</p> <p>Create: Listening; making predictions about the content of the listening text based on visual prompts and their background knowledge</p> <p>Materials: Workbook: 5d Food facts page 68,69; exercises 1,2, 3, and 4, students' paper and pencils.</p> <p>Session 5: Provide students a sample and present the topics related to the writing task (See appendix, 8)</p> <p>Analyze: specific information in the text</p> <p>Evaluate: talking about the meals of the day discussing eating habits</p> <p>Create: write about their eating habits</p> <p>Materials: Workbook: 5e Three square meals page 70,71; exercises 1,2, and 3, students' paper and pencils.</p>
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	<p>Session 6: Present vocabulary, structures and functions in the context of a video</p> <p>Analyze: specific information in the video</p> <p>Evaluate: Scenes practice (no cameras)</p> <p>Teacher hovers to give advice Materials: props</p> <p>Teacher hands out corrections and tips Students correct scripts. Final copy.</p> <p>Create: Students use scripts and props to act out their videos on small groups.</p> <p>Materials: The science of macaroni salad: What's in a mixture? - Josh Kurz (video 1), students' paper and pencils.</p> <p>Session 7: Exposition and presentation. Students show their video to the class</p> <p>Best videos are chosen (video 2, student B)</p>
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Adapted from "Teacher's Book H.Q. Mitchell -Marileni Malkogiani" by MM Publications, 2012

Table 2

Didactic Unit

<p>Evaluation. Criteria and instruments</p>	<ol style="list-style-type: none"> 1. Recognizes the structure of narrative written texts. 2. Identifies basic grammar structures 3. Values and respects differences.
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	<p>4. Assumes a critical position regarding social subjects of interest.</p> <p>5. Explains the rationale for his/her personal, school, and community-related plans and actions.</p> <p>6. Recognizes cause and effect relationships in academic short written texts.</p> <p>7. Summarizes information read or heard on academic and school-related topics in a structured written text.</p> <p>8. Makes short presentations on academic topics of interest.</p> <p>9. Expresses his/her opinion on an academic topic discussed in class.</p> <p>10. Recognizes the type, purpose, and components of a brief written or oral text and shares ideas with classmates.</p> <p>11. In a conversation, exchange information about academic and general interest topics.</p> <p>12. Writes medium-length texts in which he or she makes recommendations or suggestions about situations of academic, social, or personal interest. The video be considered as the final project and will count for 30% of the final grade-it</p>
--	--

	<p>is a "performance". The rest of the grade will be divided into participation in rehearsal (10%), participation in script writing (10%), other participation (10%), vocabulary glossary and its correctness (10%), and the two tasks that will be designed in session one (15%) and two (15%).</p>
--	--

Adapted from "Teacher's Book H.Q. Mitchell -Marileni Malkogiani" by MM Publications, 2012

Table 2

Didactic Unit

<p>Bibliography / web sides</p>	<p>Teacher's Book H.Q. Mitchell -Marileni Malkogiani Published by: MM Publications www.mmpublications.com info@mmpublications.com Copyright © 2012 MM Publications</p> <ol style="list-style-type: none"> 1. https://youtu.be/Vt7IN4QPU0k 2. https://youtu.be/IEHZfireiAE
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Adapted from "Teacher's Book H.Q. Mitchell -Marileni Malkogiani" by MM Publications, 2012

CHAPTER III: Results Analysis

Research Categories and Subcategories

Talking about the triangulation of information, the following categories of analysis were defined with their corresponding sub-categories to organize and contrast the results of this research.

Table 4

Research Categories and Subcategories

Research Question	Category	Subcategory
To what extent intrapersonal intelligence activities could improve the English learning process for two -ninth-grader students who have bordering intellectual functioning at Carmen Teresiano School?	1. Level of correctness in the answers	<i>-Correct answers throughout the implementation</i> <i>-Number of attempts in Pre and Posttests.</i>
	2. The impact of creation activities throughout intrapersonal intelligence to enhance students' learning process	<i>-Usefulness of the material for motivation</i>

Author's own creation

Level of correctness in the answers

This first category is related to the main question taking into account the quantitative part of the present investigation, in which the purpose of the study was to know to what extent activities

throughout intrapersonal intelligence could contribute to the development of English learning process. This category is based on the Pre and Post Tests developed at the beginning and at the end of the research in which the researcher identified the necessity to reinforce the learning process on these students.

Firstly, was analyzed what corresponds to the number of participant's correct answers during the implementations and on the other hand, was examined what was related to the number of correct answers in the Post-Test in order to determine if the participants actually progressed in the process.

Taking into account the characteristics of the tests and the implementations, most of students had a good process during the implementations, but in the tests was the opposite in comparison with the first test and the second, they did not have a significant improvement at the end of the process. This case study aims to test the effectiveness of the use of intrapersonal intelligence activities to strengthen the English learning process in ninth-grade students who have borderline intelligence functioning. In this way through a pre-test, we started with a base that indicated the learning acquired and the knowledge of the respective shortcomings. therefore, we worked on this in the design and programming of each of the activities in class, seeking the application of intra-personal intelligence for the strengthening of the English of the students in question.

During this process, significant advances could be evidenced in both qualitative terms which showed a greater disposition and participation of the students, improving their self-esteem as well as in the quantitative part with the development and application of a post-test which evidenced advances in the apprehension of the Foreign language.

First subcategory: Correct answers throughout the implementation

As it was aforementioned, seven implementations containing workshops were developed to reinforce the specific group learning process.

In the first implementation of lower intermediate level, the participants had 38 and 30 correct answers, in the second implementation of lower intermediate level as well, the participants had 45 to 39 correct questions.

The researcher could see with the information above, that the participants increase the number of correct answers but not enough to achieve the next level, they were between 20 and 50 scores meaning they stated in the lower intermediate level. However, at any moment they decreased.

Second subcategory: Number of attempts in the Pre and Post Tests

As was mentioned before, two tests got developed in this investigation, one at the beginning and one at the end, for knowing if quantitatively talking, they improved in the second respect to the first one in the English learning process.

Despite the correct answers, it is important to mention that there was not a significant improvement in the specific but it noticed they were better than the first attempt having an 8% of improvement in terms of grammar.

The impact of creation activities throughout intrapersonal intelligence to enhance students' learning process

As mentioned before, the didactic unit was created and designed to enhance students' English learning process.

The creation of the material was for being practiced in a special context which is Carmen Teresiano School, there, the participants of this study can understand that is not just a regular English class but also is an alternative way to learn the English language, that is why the material was designed, thinking in different aspects such as the language used by students, their interests and their English level.

Taking into account the qualitative part of the present investigation, in the classroom, the researcher asked students their perception on the activities, there they highlighted the activities as a useful and fun way to practice the language. They obtained a better score. here we can see that the acceptance of the material is good taking into account that they increase around 8% of the positive answers.

Subcategory: Usefulness of the material for motivation

Understanding and controlling the thoughts and emotional factors that influence student motivation are essential for the learner's success in the learning process. Finally, improving intrapersonal intelligence in the classroom might influence an increase in student motivation and, as a result, learner process. It believed that motivation is a key aspect in a self-learning of anything; but first of all, it is important to mention what motivation is. According to the page Essays UK that mention Badu (2005), Motivation is defined as “a human psychological characteristic that add to a person’s degree of commitment. It is the management process of influencing employees’ behavior” (2018).

Motivation is very important in the teaching - learning process, because, according to the page Pacific Times, Nowadays, students have an intrinsic curiosity to explore the world and to experiment. This is where we find that element that can turn the learning of a second language into an activity of more interesting (2014). In this investigation, it was talked about interesting topics related to different themes around the world. The material used for this investigation is, as the researchers mentioned, thought for English students taking into account their likes and interests, this can be a motivation for them to practice their English skills with the activities because is something they like and, in some cases, cannot be seen as homework or something by obligation.

Results Pretest

In this initial part, the two borderline intellectual functioning students, identifying themselves as an object of this case of study were asked to presented an English Diagnostic Test – version two (standard), which was taken from the Maastricht University Language Centre, English department. That instrument allowed researchers to collect specific information of the English level based on Common European Framework of Reference for Languages (CEFR). Once the students completed the pre-test, the correct answers were scored and placed into levels of proficiency taking into account these tables:

Table 5

Answer analysis

GRAMMAR POINT	QUESTION	QUESTION	QUESTION	QUESTION
ARTICLES	1	16	31	
SHORT QUESTIONS	2	17	32	
PRESENT SIMPLE	3	18	33	
WH QUESTIONS	4	19	34	
FUTURE 1	5	20	35	
PAST SIMPLE 1	6	21	36	
PRESENT PROGRESSIVE	7	22	37	
SOME / ANY	8	23	38	
PRESENT PERFECT	9	24	39	
IMPERATIVE	10	25	40	
COMPARATIVES	11	26	41	

SHORT ANSWERS	12	27	42	
HAVE GOT	13	28	43	
PRONOUNS 1	14	29	44	
PREPOSITIONS 1	15	30	45	
MODALS FOR POLITENESS	46	63	80	96
PAST SIMPLE 2	47	64	81	97
MODALS GENERAL	48	65	82	98
ADJECTIVE / ADVERB	49	66	83	99
CONDITIONALS	50	67	84	
FUTURE 2	51	68	85	
PREPOSITIONS 2	52	69	86	
PASSIVE	53	70	87	
REPORTED SPEECH	54	71	88	
PAST PERFECT	55	72	89	
FOR / SINCE	56	73	90	
RELATIVE CLAUSES	57	74	91	
PRONOUNS 2	58	75	92	
INF / ING	59	76	93	
PRONOUNS 3	60	77	94	
PAST PROGRESSIVE	61	78	95	

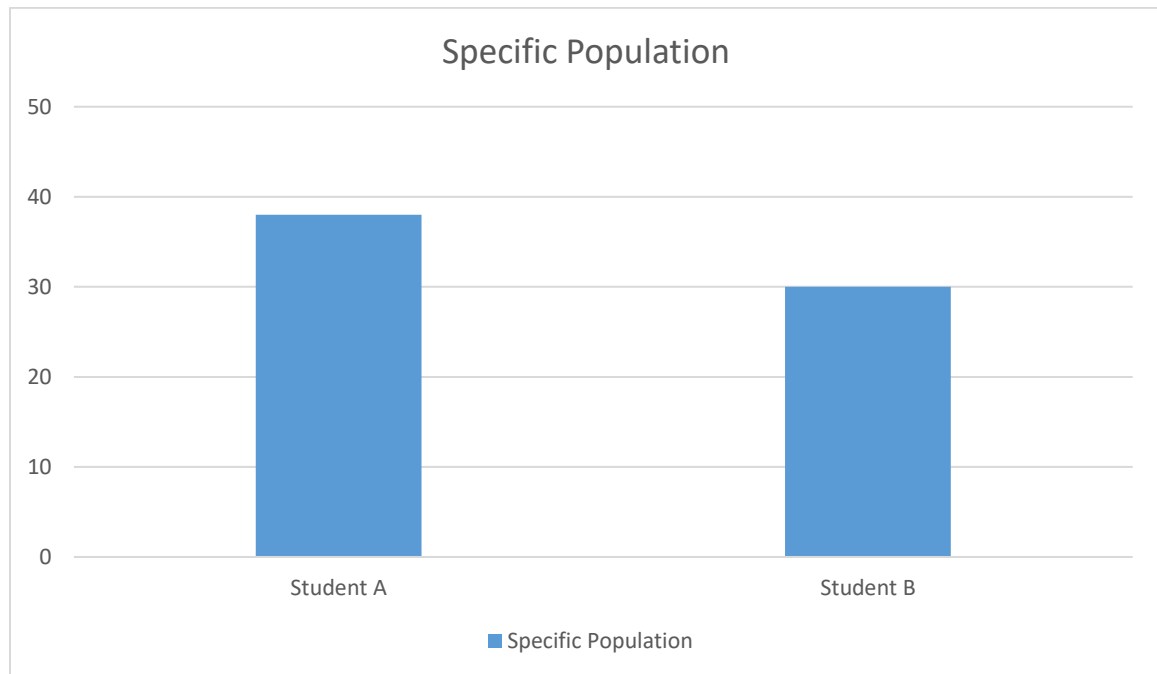
ANSWER ANALYSIS

0-20 = elementary
20-50 = lower intermediate
50-60 = intermediate
60-80 = upper intermediate
80-99 = advanced

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2002

Those tables have a complementary function and they were studied beforehand to measure the tests. The first one indicates that based on a number of correct answers, the grammar point, a test is estimated with a particular value, the answer analysis. The English Diagnostic Test – version two (standard) proposes for its assessment that after determining the answer analysis score, the evaluator may use it to place the participants into five levels such as elementary, if the students got a scaled score from 0 to 20, lower intermediate, in case the score is between 20 and 50, intermediate, if the scaled score is from 50 to 60, 60 to 80 for upper intermediate, and advanced 80 to 99. Provided that, researcher obtained the following results:

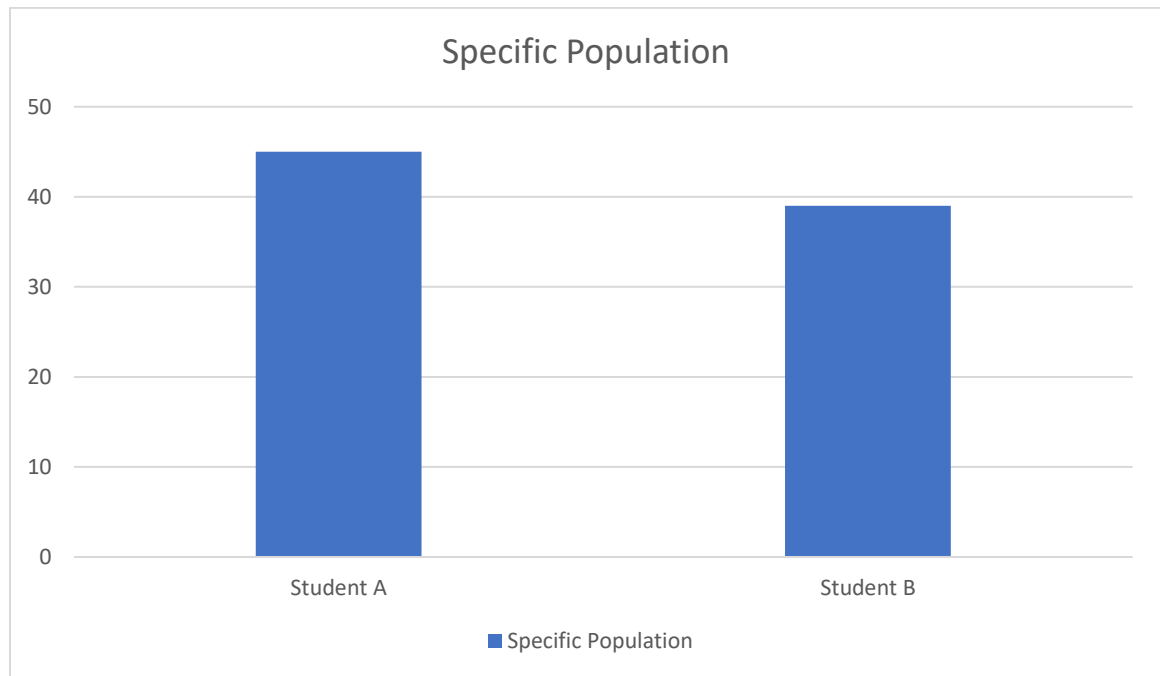
Figure 2*Pretest results*

Author's own creation

This bar chart reflects the exact numbers that students from a specific group, borderline intellectual functioning, received in the first Phase. The horizontal axis points out the raw score while the X-axis specifies the name assigned to each participant. The 100% of the specific group was placed with a Lower intermediate Level.

Results Posttest

After the implementation's researcher analyzed what specific group obtained from the posttest, considering that it was expected that participants could demonstrate a better performance in this phase of the research as they got familiar previously with the multiple-choice test, and its format. It is important to mention that the posttest was scored in the same way as the pretest, which implied to score the total of correct answers. The following chart show the results:

Figure 3*Posttest results*

Author's own creation

This chart represents that the specific group, the borderline intellectual functioning, the student A achieved a scaled score higher than a value of 40 and student B achieved a scaled score higher than a value of 30. However, as they got a raw scored lower than 50, it can be said that those pupils have a Lower intermediate Level.

Results Implementations

In this phase, it was implemented the proposal researcher made for the specific group. The participants attended 7 work sessions in the English class two hours by each session. In consequence, each student from this group had the possibility to work individually on the workshops making use of text book. In addition, the pupils were asked to practice at home on their workbooks as well, these activities will be described in detail later.

Implementation 1

This workshop was applied to recognize how students make a list of sentences about the food they like and don't like. Emphasizing the values of their characteristics and those of their peers. This unit was divided into five exercises; vocabulary, Read, Grammar, Speak, and write. The teacher helped students deduce the meaning of any unknown words from the context of the corresponding pictures. Writing down notes and developing learning skills such as dictionary use and effective recording of vocabulary are ways to help to encourage learners' self-awareness and autonomy.

Compiling the information, it could be determined that the participants understood the general idea of the unit and some specific details since the topic of the guide was associated with the student's native language. However, to greet their classmates, introduce themselves, introduce other people, and exchange basic personal information and express preferences, they do not always use the grammatical structures and vocabulary seen in class. It was suggested to consciously develop more exercises of the topics seen, applying the methodology of the class.

Implementation 2

This workshop was applied to analyze how students present the impact of various human actions in the environment orally and rehearsed using relevant vocabulary through a role play. Recognizing their environmental practices and those of others. Students did the activity in pairs and the teacher go around the class helping them when necessary. This unit was divided into four exercises; vocabulary, Read, Grammar, and Speak.

As a result of this intervention, it was possible to identify that the participants have difficulties when people with strong intrapersonal intelligence as the related students, are often introspective and they prefer working alone, and are very self-aware. It was possible to analyze that the students felt more confident when answering them since they identified the logic of what was spoken and made a

connection with the multiple answers that were given to them in the workshop. However, to express preferences, order food, ask and answer about quantities, discuss food and eating habits, they used grammatical structures inappropriately. Also, the vocabulary to develop the exercises or the contributions were not enough. This made written and oral expression difficult. In order to advance in learning English, it was urgent to return to the exercises explained and developed in class and ask questions in a timely manner.

Implementation 3

This intervention was carried out to how students request information from classmates about quantity through information questions previously rehearsed. Interiorizing the importance of integral personal care. This unit was divided into six exercises; vocabulary, Read, Grammar, Listen, Speak, and Write. The teacher points out to students that they chose to write about one of their classmates' eating habits using information from the table in activity 5. In addition, they identified explicit and implicit information in narrative, descriptive and expository texts related to topics of general interest. It was suggested to consciously develop more reading exercises so as not to forget the vocabulary and not lose the habit.

Implementation 4

The goal of this workshop was to assess how students support their points of view orally and in writing about topics of general interest, as well as how they use the expressions and structures studied. Taking a critical stance on academic and social topics of interest. This unit was divided into four exercises; Read, vocabulary, Pronunciation, and Listen. It was noted that they adequately use the time designated for the execution of the activities. They showed willingness, enthusiasm, encouragement, responsibility. Also, they used vocabulary and some grammatical rules related to the topic; they express themselves clearly and were able to pronounce and modulate words. It was suggested to consciously

develop more exercises of the topics seen, applying the methodology of the class using the book as a resource.

Implementation 5

This workshop focused on how students propose oral and written strategies that contribute to the respect for privacy through the use of eating habits, as well as how they classify key information from various sources about topics of general interest. This unit consisted of four exercises: vocabulary, listening, speaking, and writing. The student wrote a paper in which he reflected on what he had learned about the subject and received feedback from the teacher. Students are expected to have attained a certain level of maturity as well as the necessary analytical capacity to provide solutions to a variety of problems. They were able to organize ideas from the general to the particular. The secondary ideas contribute to a better understanding of the central idea. It was recommended to continue exercising reading habits, so as not to lose the acquired skill.

Implementation 6

In this session, students create their own videos by using scripts and props. They can learn some important recipe vocabulary while also practicing their pronunciation. They can also learn a traditional Colombian recipe that is simple to prepare at home. The content of the prepared presentations was monitored by the teacher in order to provide support. However, they showed slight complications in understanding what they hear. It was suggested to consistently develop listening exercises using the tools included in the books.

Implementation 7

Exposition and presentation; Students showed their video to the classmates. They are given time in class and assigned time outside of class to think and reflect on class discussions and readings.

Also, their journals are typically collected halfway through the semester and again at the end. This promotes intrapersonal intelligence by allowing students to process and reflect on class discussions and learnings, as well as allowing the instructor to speak with students individually. They furnished the tasks on the established date in accordance with the quality required by the teacher. Likewise, they prepared the activities and evaluations to obtain an excellent result. In addition, they performed their jobs voluntarily and following given instructions. They showed willingness, enthusiasm, encouragement, responsibility.

CHAPTER IV: Conclusions, limitations and recommendations

Conclusions

In many ways, a middle school teacher is as challenged, engaged, and perplexed as to the students he or she teaches. There is no one way to learn or teach that is superior. Individual strengths and weaknesses are part of everyone's daily experiences at school. Teachers' teaching approach and style in the classroom are affected when they recognize the diversity and personal learning profiles of all members of the classroom. Understanding the intrapersonal intelligence strengths that everyone possesses provides teachers with guidance on how they best learn and, in turn, how to best help their students learn.

Recognizing and implementing intrapersonal intelligence-based activities in all English classes both challenges and engages students in the learning process. By providing a variety of learning options, middle school students can discover their strengths and weaknesses and demonstrate to themselves that they can learn effectively. Activities based on intrapersonal intelligence are not always easy to design and implement. Practice and reflection on effectiveness may result in repeated application and improvement in lesson design and the variety of opportunities that teachers can create.

Modeling how to implement intrapersonal intelligence-based activities in content classrooms for other teachers cannot only bring examples of differentiation to the structured learning environment. Lesson implementation can also serve as a platform for professional development for teachers in areas such as multimodal learning experiences, team planning, lesson design, and formal lesson study, all of which can help teachers improve their best practices.

Middle school teachers can use activities based on intrapersonal intelligence to engage and challenge students in the learning process and environment. When every student has the opportunity to learn in a way that is best suited to their personal profiles, equity for students becomes evident. Social

change will occur when using intrapersonal intelligence theory and differentiation as part of lesson design becomes standard practice for all teachers, rather than a research proposal. Understanding the complexity when teaching, understanding diversity in the classroom, is the challenge that teachers face, hence the importance of creating methodologies that are consistent with the needs of students, based on the responsibility of providing a quality education under the principle of equity as supported by Decree 1421.

The periodic review and updating of our pedagogical practice, will provide effective tools to continuously improve the work of teaching, keeping up with the needs and requirements of today's society, in order to move forward it is essential to train autonomous people, capable of assuming the daily challenges.

Through multiple intelligences, especially intrapersonal intelligence, the student will be able to potentiate their abilities from self-awareness, creating self-knowledge that will be a fundamental piece to acquire other knowledge, starting from boosting their abilities and strengthening their weaknesses.

Limitations

We cannot assess intelligence; we can only assess proficiency in various tasks. Given the concept of intrapersonal intelligence, there is an almost unanticipated shift toward the notion of assessing an individual's intelligence or intelligence profile. However, due to the nature of intelligences as constructs, assessing an individual intelligence or an individual's intelligences with any degree of reliability is simply not possible. Everything that can ever be evaluated in education is done on some sort of task. So, if a student is good at learning a melody and notices when that sound is embedded in harmony, we cannot call them "musically intelligent"; the best we can say is that the student has presumptively demonstrated musical intelligence on this single measure.

The more tasks sampled, the more likely a statement about an intelligence's "strength" or "weakness" will gain some validity. Even so, caution is advised. We cannot be certain that a task was solved by the use of a specific intelligence simply because it appears to be so. A student is free to complete a task in any way they see fit. Inferences about the mind or brain mechanisms can only be made through carefully designed experiments, which most educators (and, to be honest, most researchers) are unable to conduct.

Recommendations for Further Research

This case study was conducted at one site in an urban private school towards two scholars who have borderline intelligence functioning, and should not be generalized to be all-inclusive for other settings. This study shared an individual teachers' method of application of intrapersonal intelligences-based activities. Participants expressed a need for team planning and lesson development with additional resources and materials, which could be studied for effectiveness, as compared to individual teacher planning and implementation. Recommendations for action included the use of lesson study to examine the use of intrapersonal intelligence-based activities to improve instruction. Further research, based on this study's findings, should investigate: How might other examples of intrapersonal intelligence implementation in the middle school classroom be shared? In what ways might school administration structure professional development to enhance individual teachers' understanding of intrapersonal intelligence theory and use in the classroom? An examination of any of these questions would add to the body of literature concerning middle school students, diversity in instruction, engagement for success, and professional development for practicing teachers.

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