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ABSTRACT

First of all, we want to say that we really enjoyed investigating about Howard Gardner Naturalist Intelligence Theory and then applying it in the English Learning to children from 10 to 12 years. We are convinced that Naturalist Intelligence can be considered a tool to help children grow. We divided our project into three chapters.

In chapter one, we refer to Learning process of children from 10 to 12 years. We give a brief introduction about what a learning process is according to some authors. Besides, we include characteristics of the learning process of children from 10 to 12 years. The main point of our project refers to Intelligence definitions, the multiples Intelligences, types of intelligences, and the Naturalistic Intelligence basically.

In chapter two, we include Methodology and Strategies to learn the English Language based on Naturalist Intelligence. English can be learnt using the following methods: Scientific Method, PPP approach (Presentation, Practice and Production) and Task Based Learning Method.

In chapter three, we make an Application of the Naturalist Intelligence theory in the process of learning English. We elaborate three lessons plans which form a unit; in order to lead the teachers to use the Naturalist Intelligence as a tool for learning.

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KEYWORDS

Naturalist Intelligence

Extension Classroom.

Sorroundings

Multiple Intelligences

Learning English Based on Naturalist Intelligence Theory.

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GRADUATION COURSE IN ENGLISH LANGUAGE AND LITERATURE

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““LEARNING ENGLISH BASED ON NATURALIST INTELLIGENCE THEORY TO CHILDREN FROM 10 TO 12 YEARS”

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All the content of this project is the exclusive responsibility of its authors.

_____ _____

Janeth Segarra. Alexandra Torres.

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Janeth Alexandra

I dedicate this project to my God because he always gives me strength to do everything in my life. Also, I dedicate this work to my parents who are with me in good and bad moments, and to my children who are the most important people for me, for whom I live and work.

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Alexandra

INTRODUCTION

Howard Gardner proposes a different conception of the cognitive phenomena; the

Intelligence is not one but multiples. Gardner's theory of multiples intelligences has been enthusiastically received by many educators. Gardner's theory speaks to their beliefs about the potential of children?: "All children have strengths and all children can learn" (Gardner, 1993). Teachers must help them to learn.

When Gardner proposed his theory at the beginning, he said that there are seven intelligences but in 1995 he added one more identified an eighth intelligence: the naturalist. In spite of the Naturalist Intelligence is the most recent Gardner's discovery we consider that it is a good tool to learn and teachers should use it to help their children grow.

Our project is centered basically in "Learning English based on Naturalist Theory to children from 10 to 12 years". When Gardner identified the Naturalist Intelligence, he confirmed that some people learn best when experiences are provided and the students are taken out of the classrooms to work in the natural environment that surrounds them. Our project focuses on the naturalist intelligence, and we pretend to give teachers new ideas to teach in a different and better way.

I

CHAPTER ONE

1. Learning process of children from 10 to 12 years

1.1 What is the learning process?

Learning is the result of individual cognitive processes by means of which information is assimilated, new mental, significant and functional representations are built and then, they can be applied in different situations in learning contexts.

Learning does not only consist in acquiring new knowledge, it can also consist in consolidating, restructuring and eliminating knowledge that we already have.

A variety of definitions exists around the learning concept, but looking for an intermediate point it is defined, in general, as a modification in the behavior of the experience.

Some other definitions illustrate different conceptions of the term learning, from the theoretical point of view as from the practical (biological):

> "We consider that learning is any systematic change of the behavior, and it can be adaptive and convenient for certain purposes or it agrees with some other similar approach". (Bush and Mosteller, 1955).

“Learning is a modification to increment the permanent behavior through the activity, of the special training or of the observation". (Munn, 1955)

"We can define learning by saying that it is the process manifested in changes adapted from the individual behavior as a result of the experience". (Thorpe, 1956)

According to Brunner the child finds some sort of link between what he is doing in the outside world and some models that he has already intellectually grasped. For Brunner it is something outside the learner that is discovered. Instead, the discovery involves an internal reorganization of ideas previously known in order to establish a better fit between those ideas and regularities of an encounter to which the learner has had to accommodate. (J. Bruner 1915).

According to Azcoaga, learning is a mental activity by means of which a person acquires, retains and uses knowledge, attitudes, abilities and habits; the learner develops his own capacity to give answers in a different way to certain situations and to past and present representative stimuli. Learning is presented as a group of transformations, a process of change in a person, who can show modifications of behavior. It is gotten by means of new achievements, exercises and various practices which make that the fellow, who learns, can integrate action means every time more efficient and elaborated, in a perspective of auto-organization of his potential cognitive, of construction and development of his personality, of performance on the environment, of apprehension of the reality and enrichment of his/her emotional context. (Azcoaga 1979).

Thorndike's theory: Learning is the result of associations formed between stimuli and responses. Such associations or "habits" become strengthened or weakened by the nature and frequency of the S-R pairings. The paradigm for S-R theory was trial and error learning in which certain responses come to dominate

others due to rewards. The hallmark of connectionism (like all behavioral theory) was that learning could be adequately explained without referring to any unobservable internal states.

Example:

The classic example of Thorndike's S-R theory was a cat learning to escape from a "puzzle box" by pressing a lever inside the box. After much trial and error behavior, the cat learns to associate pressing the lever (S) with opening the door (R). This S-R connection is established because it results in a satisfying state of affairs (escape from the box). The law of exercise specifies that the connection was established because the S-R pairing occurred many times (the law of effect) and was rewarded (law of effect) as well as forming a single sequence (law of readiness).

1.2 Characteristics of the learning process of children from 10 to 12 years.

The characteristics can be classified based on time and space according to Jean Piaget.

Space:

The ten years old children

Children manifest a quick transformation since they are ten years old. They begin to be liberated of the infantile self-centeredness, acquiring a more objective thought. They are already able to see the cause idea. But their thought possesses a structure in which the relationships cause-effect is discovered by intuition rather than by a reflexive process. It is the pre-conceptual thought; where special interests appear. The children already understand well what they read, they have an alive imagination, and a memory that is developed quickly, which allows them to learn and

retain great quantity of data; it develops the localization process progressively. The capacity of a more objective observation will be guided by the study of the local environment. The environment stops to be a global reality, to become a subject of analysis. These direct and analytic observations provide them trial elements to begin to reason, to classify and to capture the interdependence of some facts with others. The teaching has a tone rather descriptive and intuitive, but the observation and the analysis should be completed with simple classifications. The boy of this age is already able to generalize in a limited way.

The characteristics of auto-affirmation movement in the puberty benefit the taking of conscience of the fellows' relationships and their means. The adolescent's thought is located in a conceptual level, it possesses bigger capacity to generalize and use abstractions; every time it is more capable of a learning, which implies concepts and symbols instead of images of concrete things. It is the step from the logical-concrete thought to the logical-abstract thought. Although the students continue interested in the descriptive thing; little by little they specify an explanation of the phenomena. It is necessary to keep in mind that the ability of abstract reasoning is given in a slow way during the adolescence and the grade and rhythm of development varies considerably from one subject to another. It is still preferable to work with explanatory exhibitions of complex theories.

Time

The child is interested in life of great characters, the origin of the things, biographies and legends.

At this time, the child will have begun in the knowledge of the biographical historical fact with an idea of space, but with a little understanding of time.

The psychological characteristics of the child of these ages allow a better systematic study of the Social Sciences. At this time, the child is already interested in the real facts, the life of the great men; it demands details on the space and time; the children want to know how the facts begin and end. There is interest to know the repercussions of the facts. The capacity for understanding the notions space-time will cause in the children the practical ability to order the events chronologically.

We can mention the characteristics of the children from ten to twelve years old according to mental, social and emotional development.

Mental development

- Children in middle childhood can enjoy reading alone, can think abstractly and can plan ahead for several weeks.
- They can evaluate behavior with insight.
- Their attention span and their ability of concentration increases to several hours.
- This group needs to feel independent and free to express themselves.
- These children need to know and understand "why."
- They develop a sense of morals based on what they have learned from adults.

Social development

- Importance of the peer group increases. Children of this age are interested in joining gangs, clubs or secret societies.

- Trying to discover their own identity.
- Independence from adults becomes important.
- "World view" expands from home to neighborhood and local community.
- Sibling rivalry is common.
- Children of this age want to discuss about sex — often to correct information from peers.
- They develop a concept of "fair" or "unfair" related to actions of others.
- They enjoy both, cooperation and limited competition. Cooperation is more difficult to learn.

Emotional development

- Signs of growing independence and testy disobedience — perhaps even backtalk and rebellious behavior — are typical.
- Children who seem withdrawn, depressed or cruel may be having a problem with their emotional development.
- Common fears include the unknown, failure, death, family problems and non-acceptance.
- Their concept of right and wrong continues to develop.
- Their sense of humor further develops during this period.
- Every time children succeed at something, their view of themselves improves.
- When adults set up inappropriate competitions, children in this age group can suffer serious emotional disturbances.

- These children are ready to face consequences if their mistakes are not too serious.
- They have a strong attachment to their own sex and show antagonism toward the opposite sex.

In Summary we can list the following characteristics of the children from ten to twelve years old.

The 10-year-old

- Likes and enjoys being with friends.
- Begins to agree logically.
- Individual interest more long-lasting
- Motor skills fairly well developed
- Enjoys ability to "fit in" at home, school and play
- Relation with parents, siblings, teachers and friends at all-time
- Enjoys organizing activities and has secret groups, codes, etc.
- Can show concern and sensitiveness to others
- Begins the development of special motor skills (sports, music, dancing, crafts)
- Feels more comfortable when their world is organized and schedules are kept
- Loves trivia.
- Enjoys taking and planning outings
- May resent being told what to do, yet needs constant reminders regarding routine responsibilities

The 11-year-old

- Appetite increases
- At times can be loud, boorish and rude
- Tends to be moody, sensitive
- With strangers may be cooperative, friendly, lively and pleasant
- Frequent arguments with parents
- Friends are selected because of mutual interests
- Interest in the opposite sex is changing
- Attitudes about school are changing
- Very active
- May read without being able to explain the story sequence, or the consequences of actions

The 12-year-old

- Enthusiastic for short periods
- Emotions are extreme; either really likes something or really hates it
- No longer wants to be considered a child
- Emphasis on "best" friend
- Can be critical of physical appearance (especially girls)
- Some restlessness, day dreaming and wasting time
- Has some difficulty accepting praise
- Participates less in family activities
- Talks frequently of the opposite sex

1.3 INTELLIGENCES

Concept: Intelligence derives from the Latin verb intellegere; per that rationale, understanding (intelligence) is different from being smart (capable of adapting to the environment).

Intelligence is the capacity that each person possesses to overcome problems, to interiorize knowledge, to adapt to environment, to learn from the experience, to reason and plan.

We consider very important to mention that there is a variety of definitions of intelligence; here we present the definitions of some authors:

> “Intelligence, considered as a mental trait, is the capacity to make impulses focal at their early, unfinished stage of formation. Intelligence is therefore the capacity for abstraction, which is an inhibitory process (Thurstone, 1973).”
>
> "I define [intelligence] as your skill in achieving whatever it is you want to attain in your life within your sociocultural context.by capitalizing on your strengths and compensating for, or correcting your weaknesses (Sternberg, 2004),.”
>
> "My view of intelligence is basically a Darwinian one. It's based on sort of the old Functionalist notion that goes way back to Francis Galton, that says that there are a certain set of cognitive capacities that enable an individual to adapt and thrive in any given environment they find themselves in, and those cognitive capacities include things like memory and retrieval, and problem solving and so forth. There's a cluster of

cognitive abilities that lead to successful adaptation to a wide range of environments" (Simonton, 2003).

"Intelligence is assimilation to the extent that it incorporates all the given data of experience within its framework…There can be no doubt either, that mental life is also accommodation to the environment. Assimilation can never be pure because by incorporating new elements into its earlier schemata the intelligence constantly modifies the latter in order to adjust them to new elements" (Piaget, 1963).

"Intelligence is not a single, unitary ability, but rather a composite of several functions. The term denotes that combination of abilities required for survival and advancement within a particular culture" (Anastasi, 1992).

"Intelligence is the ability to solve problems or to create products that are valued within one or more cultural settings (Gardner, 1983)"

"…the term intelligence designates a complexity interrelated assemblage of functions, no one of which is completely or accurately known in man…(Yerkes, 1929)"

"Intelligence A is the basic potentiality of the organism, whether animal or human, to learn and to adapt to its environment…Intelligence A is determined by the genes but is mediated mainly by the complexity and plasticity of the central nervous system…Intelligence B is the level of ability that a person actually shows in behavior—cleverness, the efficiency and complexity of perceptions, learning, thinking, and problem solving. This is *not* genetic…Rather, it is the product of the interplay

between genetic potentiality and environmental stimulation…I have suggested that we should take? usage to Hebb's Intelligence A and B, namely Intelligence C, which stands for the score or IQ obtained from a particular test" (Vernon, 1979).

"…a high degree of intelligence is certainly compatible with complex instincts, and although actions, at first learnt voluntarily can soon be performed through habit be performed with the quickness and certainty of a reflex action, yet it is not improbable that there is a certain amount of interference between the development of free intelligence and instinct,--which latter implies some inherited modification of the brain. Little is known about the functions of the brain, but we can perceive that as the intellectual powers become highly developed, the various parts of the brain must be connected by very intricate channels of the freest intercommunication…" (Darwin, 1871).

1.4 THE MULTIPLE INTELLIGENCES

The theory of multiple intelligences was proposed by Howard Gardner in 1983 to more accurately define the concept of intelligence and to address the question whether methods which claim to measure intelligence (or aspects thereof) are truly scientific.

Gardner's theory argues that intelligence, particularly as it is traditionally defined, does not sufficiently encompass the wide variety of abilities humans display. In his conception, a child who masters multiplication easily is not necessarily more

intelligent overall than a child who struggles to do so. The second child may be stronger in another kind of intelligence and therefore 1) may best learn the given material through a different approach, 2) may excel in a field outside of mathematics, or 3) may even be looking at the multiplication process at a fundamentally deeper level, which can result in a seeming slowness that hides a mathematical intelligence that is potentially higher than that of a child who easily memorizes the multiplication table.

1.4.1. TYPES OF INTELLIGENCES

According to multiple intelligence theory, there are eight basic types of intelligence. Originally Gardner listed seven intelligences, but in 1995 he added the eighth' one: naturalist intelligence. Following a brief description of these intelligences:

1.4.1.1 Verbal Linguistic: the ability to recognize, understand and compose meaning with words. This area has to do with words, spoken or written. People with high verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates. They tend to learn best by reading, taking notes, listening to lectures, and discussion and debate. They are also frequently skilled at explaining, teaching and oration or persuasive speaking. Those with verbal-linguistic intelligence learn foreign languages very easily as they have high verbal memory and recall, and an ability to understand and manipulate syntax and structure.

1.4.1.2 Logical-Mathematical: the ability to learn through numbers, order, and reasoning. This area has to do with logic, abstractions, reasoning, and numbers. While it is often assumed that those with this intelligence naturally excel in mathematics, chess, computer programming and other logical or numerical activities, a more accurate definition places less emphasis on traditional mathematical ability and more on reasoning capabilities, abstract patterns of recognition, scientific thinking and investigation, and the ability to perform complex calculations. It correlates strongly with traditional concepts of "intelligence" or IQ. Careers which suit those with this intelligence include scientists, physicists, mathematicians, logicians, engineers, doctors, economists and philosophers.

Visual-Spatial: the ability to conceive mental images and transform them.

1.4.1.3 Musical- rhythmic: the ability to learn, create and communicate through rhythm, rhymes, and musical patterns. They normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. Since there is a strong auditory component to this intelligence, those who are strongest in it may learn best via lecture. Language skills are typically highly developed in those whose base intelligence is musical. In addition, they will sometimes use songs or rhythms to learn. They have sensitivity to rhythm, pitch, meter, tone, melody or timbre.

1.4.1.4 Bodily-kinesthetic: The ability to learn by using simulation (becoming) and other highly physically skilled methods. People who have bodily-kinesthetic intelligence should learn better by involving muscular movement (e.g. getting up and moving around into the learning experience), and are generally good at physical

activities such as sports or dance. They may enjoy acting or performing, and in general they are good at building and making things. They often learn best by doing something physically, rather than [by] reading or hearing about it. Those with strong bodily-kinesthetic intelligence seem to use what might be termed muscle memory - they remember things through their body such as verbal memory.

1.4.1.5 Intrapersonal: the ability to know the self. This area has to do with introspective and self-reflective capacities. People with intrapersonal intelligence are intuitive and typically introverted. They are skillful at deciphering their own feelings and motivations. This refers to having a deep understanding of the self; what are your strengths/ weaknesses, what makes you unique, can you predict your own reactions/ emotions.

1.4.1.6 Interpersonal: the ability to work with and understand others. This area has to do with interaction with others. In theory, people who have a high interpersonal intelligence tend to be extroverts, characterized by their sensitivity to others' moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group. They communicate effectively and empathize easily with others, and may be either leaders or followers. They typically learn best by working with others and often enjoy discussion and debate.

1.4.1.7 Naturalistic: the ability to understand patterns, relationships, and connections in nature.

The knowledge of these eight intelligences can help us to expand our notions of what it means to have intelligence, to recognize the different kinds of intelligences

in ourselves and others, and even to strengthen or develop one or more of our own intelligences. The purpose of school should be to develop intelligences and to help people reach vocational and avocational goals that are appropriate to their particular range of intelligences. People who are helped to do so feel more engaged and competent, and therefore more inclined to serve the society in a constructive way.

It is very important to mention that each intelligence is utilized to some degree in various ways by each person. All people are considered gifted and usually excel in one or two intelligences. We must consider the variety of other ways in which kids learn and process information. Children can be successful if they are provided with a variety of learning opportunities.

Not every student learns in the same way! Teaching and Learning through Multiple Intelligences is an outstanding resource offered by Dr. Howard Gardner's expert analysis; “Theory of Multiple Intelligences. Every teacher can develop students' eight intelligences and teach basic skills through multiple modes.

1.5 The Naturalist Intelligence

The Naturalist Intelligence is the ability that a person has to discriminate all things which are in nature: plants, animals, rocks, weather, etc. The person who possesses this kind of intelligence has a special sensitivity to everything that is and occurs in nature. Also, a person who has this kind of intelligence likes to recognize and classify certain patterns in nature. A person who has this intelligence feels comfortable and connected with nature.

The Naturalist Intelligence is the most recent Gardner's discovery. More than fifteen years ago Gardner set forth his initial propositions that multiple intelligences exist. At that time he said that if there were seven intelligences; it was reasonable to assume that more would be "found". A few years ago Gardner applied his rigorous criteria and identified eight intelligences.

At first glance, one might think that the Naturalistic Intelligence has few implications for classroom teachers. After all, classrooms are almost always found within buildings and naturalistic setting is, by definition outdoors.

"The sun shines not on us, but in us. The rivers flow not past, but through us".

– John Muir.

Gardner defines a naturalist as a person who recognizes flora and fauna plus other consequential distinctions in the natural world and uses this ability productively. In our culture the term naturalist is applied to people who have an outstanding knowledge of the living world. Gardner mentions Charles Darwin and E.O. Wilson. Others are Sylvia Earle and Joline Goodall..

Developing the Naturalistic Intelligence is not less important than teaching Math or reading skills. We must provide the opportunities for this intelligence to grow. Our primary responsibility is to be sure that all children have a chance to experience success.

1.5.1 Characteristics of a person who possesses the naturalist Intelligence.

You can identify a child or adult who has a strong naturalist intelligence through observation.

Usually a naturalist is a person who

- Is very comfortable outdoors.
- Chooses to read books and watch programs about animals and the ecosystem.
- Nurtures living things (plants and animals)
- Readily follows cyclic phenomena such as tides, seasons, phases of the moon, and climate.
- Recognizes patterns, colors, and classifications.
- Automatically uses senses to explore the environment.
- Observes patiently and feels a definite connection and relationship with nature.
- Feels an affinity for natural habitats such as oceans, forests, deserts, and wetlands
- Wants to view and appreciate the aesthetics of nature.
- Favors natural settings over the human-influences environment.
- Is renewed by visiting natural settings
- Is constantly exploring "yucky things"

- Enjoys collections of rocks, minerals, leaves, flowers, shells, feathers, and so on
- Seeks music related to nature
- Prefers to go to a zoo over an amusement park
- Sets up feeding stations for birds, small mammals, and other wildlife
- Participates in volunteer projects that benefit plants, animals, watersheds, or Earth
- Uses binoculars, telescopes, microscopes, and hand lenses when observing
- Feels satisfaction in learning names of flowers, trees, animals, rocks, and minerals, cloud types, volcanoes, and so on.
- Collects articles, posters, pictures, figurines, stuffed animals that relate to wildlife or nature.
- Grows plants (gardens, window boxes, indoor plants, herbs)
- Shares observations with others (enjoys showing sometimes such as a flower blooming or small insect)
- Shows a sense for detail and notices even the smallest things
- Manipulates equipment to find out more about environment water test kits, butterfly nets, plant presses, and so on
- Makes crafts and projects of natural materials (dried arrangements, plant presses, shells, and wood)
- Documents by sketching, photographing, or listing natural phenomena

- Names pet stores, aquariums, wild life parks, zoos, farms, and son on as “special places”
- Enjoys recreations such as hiking fishing, mountain or rock climbing, cross country skiing, camping, sailing, scuba diving, and so on.

CHAPTER II

2. The Methodology and Strategies to learn English Language based on Naturalist Intelligence.

Methodology to learn English Language is concerned with the question - how to learn English? It has to help the students develop the basic language skills (listening, reading, writing and speaking). The teacher should know to choose and apply the adequate methodology, which will be used in class. Before choosing the methodology the teacher should know well all the group of students. Besides, the methodology can become fun; it depends on the teacher's creativity and sometimes the application of real life. Remember if the students feel well and in confidence, they will learn more.

2.1 Scientific Method

To learn based on Naturalist Intelligence is necessary to encourage exploration, discovery, creativity, and innovation. These skills belong to the Scientific Method. This Method begins with observation of the world around us, it consists in stopping and taking in information through the senses. After that, these questions appear: Why does this happen? How did that work? etc. These questions can be answered through data collection; it helps to record information. Data collection means that the experiences are not just consumed but measured in a way that can be remembered and later investigated. Finally, from the collected data, students can predict something or solve a problem to possibly answer the original question. It is possible that the students sometimes need to observe more, collect more data, and predict and analyze further to answer those questions.

Here we present some suggested activities that are appropriate using Naturalist Intelligence:

- Observing: Using one or more of the five senses to gather information, often aided by the use of scientific equipment.
- Collecting Data: Gathering information through observation and measurement in a systematic manner.
    - Drawing and sketching: Creating visual images of observations.
    - Describing: Using words to record qualities.
    - Recording: Documenting was has been observed.
    - Measuring: Comparing objects to arbitrary units that may or may not be standardized.
- Predicting: Forming an idea of an expected result on inferences; guessing and outcome based on experience or evidence.
    - Estimating: Calculating and approximating quantity or value based on judgment.
- Analyzing: Looking at the data and trying to discover what it means.
    - Comparing: Pointing out similarities of and differences between two or more things.
    - Classifying: Grouping or ordering projects or events according to observed common characteristics.
    - Graphing: Converting numerical quantities into a diagram that shows the relationship among them.

- Calculating: Adding things up.
- Ordering: Ranking, separating, or grouping.

▪ Communicating: Giving or exchanging information orally or in writing to discover answers.

- Cooperating: Working together to share knowledge and creating a better understanding.
- Problem Solving: With the help of others, using observations, collecting data, analyzing information to draw conclusions or answer a question.

2.2 PPP (Presentation, Practice and Production) Method.

The nature can be used as a learning tool. Teachers can leave the classroom and use the surroundings of the school for teaching. Children are innately interested in nature. The important thing is that the teacher uses the appropriate technique to achieve that students learn new knowledge, in our case English as a foreign language. English can be learnt based on Naturalist Intelligence Theory using the following techniques:

PPP (Presentation, Practice and Production): This method works in three sequential progression stages:

a) Presentation: In this stage the teacher introduces the lesson, to achieve this; the teacher requires the creation of a realistic (or realist-feeling) “situation” requiring the target language to be learned. It is given through the use of pictures, dialogs, imagination or actual “classrooms situations”. It is important

that the teacher checks if the students understand what they have to do; after that the students build the concept taking into consideration the language to be learned using what they already know. After that the students follow the given model.

b) Practice: It begins with a “mechanical practice”. Students gradually move into more communicative practice. Practice is seen as the frequency device to create familiarity and confidence with the new language. Here, the teacher still directs and corrects the students’ work.

c) Production: It is the end of the language learning process. In this stage the students have started to become independent users of the language. The teacher should create the context where the students feel the need the use the language that they have been practicing.

2.3 Task Based Learning Method.

The center of the lesson is the task. In this technique the student focuses on the task; and it has the following stages:

a) Pre- Task: Here the teacher will present the students what the teacher expects the students do. Besides the teacher can give to the students some key vocabulary or grammatical constructs, but in task –based learning lessons, these will be presented as suggestions and the students would be encouraged to use what they are comfortable with in order to complete the task. . The teacher may also present a model of the task by either doing it themselves or by presenting picture, audio, or video demonstrating the task.

b) Task: During this stage the students perform the task. The role of the teacher is limited to be an observer. So, this methodology is centered in the student as the main part of the learning process.

c) Language Focus: In this last stage, the teacher focuses the attention on the students and help them to check some mistakes that the students can make.

2.4 Learning Strategies for the Naturalist

We will list a number of strategies that can be very useful to take advantage of the students' naturalist intelligence when planning our lessons.

- Observing through senses to gather information often aided by the use of scientific equipment.
- Collecting data from observation and measurement in a systematic manner.
- Grouping natural objects(classification)
- Observing animal behavior.
- Growing things plants, gardens, butterfly garden.
- Creating worm boxes and recycling projects.
- Doing field studies outdoors.
- Observing thorough the microscope, telescope, binoculars, hand lends.
- Drawing, sketching, photographing, videotaping nature.
- Manipulate outdoor equipment or kits such as water testing kits or nest.
- Observing, reflecting and journalizing silently outdoors.

- Identifying sounds in nature.
- Interacting with animals, bugs and plants.
- Establishing nature trails, viewing decks, or outdoors classroom.
- Inventing scientific instruments.
- Designing experiments.
- Going on real, electronic, video and imagine fields trip.
- Walking outsider in fresh air to listen to sounds of nature and feel dirt underfoot.
- Modeling, measuring, or drawing to scale animals, plants, or outdoor settings.
- Writing poems or songs using adjectives from the outdoors.
- Identifying shapers in natural setting
- Observing a fruit, vegetable, or other plant or animal material decompose over time.
- Collecting trash or other items (rocks, feathers, flowers, leaves) in the school surroundings and grouping the items by their characteristics.
- Reading aloud stories or articles that are related to the outdoors, space, natural phenomena, animals, and plants.
- Performing role-play of cycles in nature, animal behavior, plant growth, and so on.

Through trips into the school yard and beyond, students bring their naturalist intelligence to life. Your students will gain a new understanding and respect for their immediate school environment and surrounding areas, which will lead them to a deeper understanding of scientific concepts and principles.

CHAPTER THREE

3. Application of the Naturalistic Intelligence in the process of teaching learning English

We must be aware that every child has his own way to learn so we, as teachers, must be careful when planning and organizing our lessons to use strategies that develop the different kinds of intelligences. As Tom Hoerr (1996) states, “The naturalist intelligence offers one more way to help students to understand and learn”. Successful employment in our students’ future requires them to be computer literate, so we have stocked our classrooms and constructed computer labs to provide this opportunity. In a similar way, the quality of life on this planet requires that our children have some experience with nature. We must provide the best educational learning opportunities for this intelligence.

We believe that the best use of time occurs when children are actively engaged in motivating learning activities and environments, either indoors or beyond the walls of the classroom. Using the outdoors as a tool for learning, keeping that idea in mind, it is easy to see how “outdoor education” can be used in so many ways**.**

When the teachers decide to use the outdoor environment as a natural classroom; it can be as simple like looking out through the window or using the school surroundings as a setting for learning. But when the teacher wants to take the class outside; he/she must consider several factors.

Safety: When teachers decide to go to trip it is very important the teacher be aware of dangers that exist in nature and the teachers should warn their students about them.

Behavior: It is important that the students understand that the outdoors is just an extension of the classroom. It is also necessary that the teacher establishes rules like in the classroom. Both of them can develop and agree to rules for outside behavior and sign a conduct contract.

Preparation: Before going on a trip the teacher explains the students that they should wear appropriate clothes and basic things which they might need for instance sunscreen, insect repellent, etc, in order to they feel well and comfortable.

In this part we show you the detailed description of three lesson plans corresponding to one unit named “Bugs”, these lessons are based on Naturalist Intelligence Theory for children from 10 to 12 years old. These lessons will take advantage of student’s naturalist intelligence.

The first lesson plan will take three hours. At the end of the lesson the students will be able to describe and classify the different animals found in the school surroundings using the modal auxiliary can - can’t to talk about the abilities that these animals have. First of all, the teacher will make a warm up activity. In this part the students will solve a puzzle of an insect, grasshopper. After that the teacher will review vocabulary about verbs and colors. Then the teacher and the students will go on a trip to the school surroundings. There, the teacher will introduce the new vocabulary and grammatical structure while the students observe the animals in their natural habitat. Next the students will be given cards with the picture of an animal

and they will be asked to categorize them into mammals, insects or birds. After that, the students will work in pairs: looking for a bug; in order to collect bugs. Finally, the students will work in groups of three. They will be asked to observe an animal for a short period of time and report to the class what this animal can or can't do; when students finish this activity, they and the teacher will go back to the classroom. Then the students will be asked to collect pictures of the animals which they learned in the previous class. After that, the students will make a small poster of the animal which they like the most and will describe the abilities that it has. The last activity that the teacher will make is to review the correct use of the structures and vocabulary learned in the lesson.

DEVELOPMENT

We applied this lesson plan in "Octavio Díaz León" elementary school. It is located in "San Miguel" town; in El Valle.

First Lesson: Bugs "Modals can, can not"

Target group: seventh grade

Level: low pre-intermediate to pre-intermediate

Time: 90 minutes.

Aim: At the end of the lesson the students will be able to describe and classify the different animals found in the school surroundings using the modal auxiliary can - can't to talk about the abilities that these animals have.

Materials: Puzzle, Flashcards, Realia (real objects), Copies, Cd , Cd player.

Warm up: In the classroom; in this part the students will solve a puzzle of an insect, grasshopper.

Presentation: Before the teacher leaves the classroom he/she will review vocabulary about some verbs (walk, make, jump), and some colors (brown, red, green, black, yellow, blue). Then the teacher and the students will go on a trip to the school surroundings. There the teacher will introduce the new vocabulary and grammatical structure while the students observe the animals in their natural habitat.

In the Field:

Practice: The students will be given cards with the picture of an animal and they will be asked to categorize them into mammals, insects or birds. After that, the students will work in pairs.

Production: the students will work in groups of three. They will be asked to observe an animal for a short period of time and report to the class what this animal can or can't do; when students finish this activity, they and the teacher will go back to the classroom. Then the students will be asked to collect pictures of the animals which they learned in previous class. After that, the students will make a small poster of the animal which like most and will describe the abilities that it has. The last activity that the teacher will make is to review the correct use of the structures and vocabulary learned in the lesson.

Back in the Classroom.

- Pre task: The students will collect pictures of the animals they saw and learned in the field.

- Task: The students will make a small poster of the animal they liked the best and describe the abilities that it has.

- Language focus: The teacher and students will review the correct use of the structures and vocabulary learned in the lesson.

Evaluation: The students will be asked to identify and classify the different kinds of animal, and describe and compare the abilities that the animals have.

Reflection Results:

At the moment that the students knew that we were going to go on a trip, they felt very interested and happy and everybody had many expectations. In the field, everybody wanted to participate and to be involved in each activity that we prepared. During the class they were expecting for the task that the teacher would assign them. They behaved in a good way. We were lucky, because we could find and look at some bugs: lady bug, butterfly, bee, and a grasshopper. So, the students could learn by observing and collecting and experimenting by themselves. All the time the students didn't lose the interest in learning. We could see that everybody was comfortable and connected with nature. They liked to know the name of the bugs and the abilities that they have. They were calling the animals' name in English all the time in our way back to school. So, it shows us that Learning English Based on Naturalist Intelligence Theory works well. In the classroom, they didn't show major difficulties to perform the activities that we asked them to do, because they remembered what they learned outside

The second lesson plan will take three hours. At the end of the lesson the students will be able to talk about the different actions that an animal performs using the present simple and the adverbs of manner. Here the teacher starts the class with a warm map activity. It is named Simon says (The teacher asks the students to mime what she says. Ex: A bird flies. A dog barks). Then the teacher will review vocabulary about verbs. After, the students will be taken to the school surroundings. There, the students will observe the animals behavior and will write down some information about it. Using the information that they have, the teacher will explain the animals' behavior using the present simple and the adverbs of manner. Next the teacher will show a flashcard of an animal and an action and the student will form a sentence using the information they see in the flashcards. The students write sentences based on the flashcards that the teacher shows them. Finally, the students will prepare a presentation based on the information they collected when observing the animals' behavior. They will report what they saw to the class.

DEVELOPMENT:

We applied this lesson plan in "Octavio Díaz León" elementary school. It is located in "San Miguel" town; in El Valle.

Second lesson: From the unit one.

Target group: seventh grade

Level: low pre-intermediate to pre-intermediate

Time: 90 minutes.

Aim: At the end of the lesson the students will be able to talk about the different actions that an animal performs using the present simple and the adverbs of manner.

Materials: Copies, poster, flashcard, realia

Warm up: Simon says (The teacher asks the students to mime what she says. Ex: A bird flies. A dog barks.

In the Classroom: The students will review the verbs that they saw in the last class.

In the Field:

Presentation: The students will be taken to the school surroundings. There, the students will observe the animals (bugs) behavior and will write down some information about it. Using the information that they have, the teacher will explain the animals' behavior using the present simple and the adverbs of manner.

In the Classroom:

Practice: The teacher will show an animal which the teacher will bring in a bottle, and a piece of cardboard which is written the action that the animal do. The student will form a sentence using the information they see on it.

Repetition drill: Writing exercise: The students write sentences based on the flashcards that the teacher shows them.

Production: Free practice: The students will prepare a presentation based on the information they collected when observing the animals' behavior. They will report what they saw to the class.

Evaluation: The student will explain the way that animals perform different actions using the present simple and the adverbs of manner.

Reflection Results: When we arrived to class the first question that students asked us was Are we going to go outside one more time? We realize that they liked

to work in the field. They were excited to take class outdoors. So, we could take advantage of this motivation to share knowledge with them. In the field we didn't have problems because they knew how to behave there. Before going out we told them about certain rules and explain them that the outside is an extension of the classroom. The students learn in an active way. It seemed that they learnt more quickly than they did in the classroom. We are convinced that this methodology is a good way for learning English.

The third lesson plan will take three hours. At the end of the lesson the students will be able to understand general information about insects based on the vocabulary and structures learned during the unit to interiorize their knowledge. First the students will ask and answer general question about bugs and they work with brainstorm (graphic organizer –spider web-). Then teacher and students will work with useful vocabulary. Finally, the students will complete a chart with information from the reading: example

- look at the picture and circle the correct word

-Read the sentence and circle the correct answer.

DEVELOPMENT:

We applied this lesson plan in "Octavio Díaz León" elementary school. It is located in "San Miguel" town; in El Valle.

Third Lesson: Bugs "Modals can, can not"

Target group: seventh grade

Level: low pre-intermediate to pre-intermediate

Time: 90 minutes.

Aim: At the end of the lesson the students will be able to understand general information about insects based on the vocabulary and structures learned during the unit to interiorize their knowledge.

Materials: Copies, poster, flashcards, realia.

In the Classroom:

Pre-reading activities: The students will ask and answer general question about bugs. The teacher will use a brainstorm (graphic organizer –spider web-)

Reading: The teacher will ask the students to read quickly the text about bugs, which the teacher will give them, and underline the words which they don't understand. Then the teacher will write them on the board. They will work with useful vocabulary.

In the Field:

The teacher and the students will go outside and they will read the text. (Sitting on the grass).

In the classroom:

Post reading activities: The students will complete the chart with information from the reading, and they will look at the picture and circle the correct word. Finally, they will read the sentence and circle the correct answer.

Evaluation: The student will analyze a short text related to insects.

Reflection Results:

In this last trip the students enjoyed the reading a lot, because they were comfortable reading the text about insects sitting on the grass. They feel the connection between the reading and nature. We realize that it was a significant learning.

3.1CONCLUSION

After studying, several aspects about Naturalist Intelligence we could realize that it offers to the teachers a good opportunity to give their classes in a different way; beyond the four walls of the classroom. School surroundings or natural environment can become an extension of the classroom where teachers can exploit students' naturalist intelligence, which can be developed in all children. English can be widely learnt by the students if the teacher uses the appropriate methodology with this intelligence. Scientific Method can be used to work with Naturalist intelligence, developing the skills of observation, classification, prediction, and communication; which together with integral strategies can be done easily and perhaps done best in a naturalist setting. The students become explorers, collectors, and experimenters. They become active and inquisitive learners most of the time; even though, if there are recalcitrant students in the class, they will be interested in learning. Together with scientific method teachers can apply the PPP (Presentation, Practice and Production) and Task Based Learning technique. If the teachers plan their lessons applying them in an appropriate way; their classes will be successful.

We should not forget that working outside can cause some problems like insect bites or other risks; however, when the teachers plan well their lessons all these problems will be overcome.

When the teachers start to work outside, in the first classes they should stay there short periods of time; because the students are not used to work in that way. Also, remember that the teachers should achieve that all members of the class are actively involved with a task to accomplish and share. As students gain experience outside and master good behavior the teacher can allow longer and more productive sessions. (Classes).

The teacher should have clear objectives and directions to be performed in an outdoor classroom; two of the purposes of taking the classes outside could be to share and use information from nature.

The classes should combine one part of the period outside and the rest of the time in the classroom. The teacher should find the correct way of blending the two spaces.

It is very important to have a plan and an objective but the teacher should always consider being flexible and involving everyone.

We consider that the most important thing is that the teacher should always be prepared with back- up plans. If the weather is bad, or we could not find prime materials, or students behave in a way that dictates a change, when this happens only the teacher should relax and enjoy the time outside. Remember students learn by example.

Despite some people say that there is a single type of intelligence; for example, Carroll argued that the verbal comprehension, auditory processing, visual perception and ability in logic and mathematics all correlate with each other and are actually subsets of global intelligence; and this concept could support the theory of a single type of intelligence. Besides some critics of MI argues that there is little empirical evidence of it. We are convinced that MI have helped teachers to improve in a better way their classes, and especially Naturalist Intelligence.

Here we have some children's comments about taking English classes based on Naturalist Intelligence Theory:

> **"I like going outside because I can see and understand all of the changes that the Earth makes. I also considered myself as a naturalist because If I see something that interest me, like an animal, I want to know what it feels like, smells like, and everything about it." (Joahna Tapia, student)**

> **"I think the the school surroundings is a great place to learn because it doesn't t have the four walls like the classroom we are in day after day" (Hector Paredes, student)**

“I learned a lot of things by going outside. One thing I learned was that over just a short time you can see a big difference in the way things in nature look” (Belen Quizhpi, student)

“We should keep using the school surroundings as a place to learn. We need to share what we learn with other people. So they can understand how important it is” (Tania Arpi, student).

After, we have applied three lessons using “Learning English Based on Naturalist Intelligence Theory, we can say that it works. We saw the students learn and besides enjoy taking these kinds of classes. So, they learn in an active and fun way.

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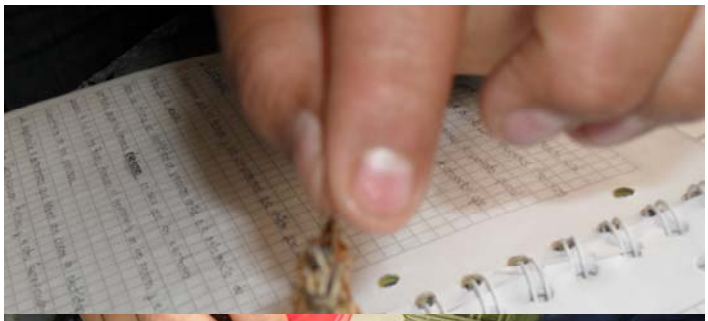
In the countryside

In the Classroom.

Authors
Janeth Segarra
Alexandra Torres

In the countryside

In the countryside



INSECTS

Insects don't have voices. All the familiar sounds they make are mechanical, like the sounds that come from the instruments in a band.
Certain beatles that burrow into wood make a tapping sound as their hard head strikes against the wood. The mosquito's hum comes from its wings as they move back and forth rapidly. The call "Katy did! She didn't! She did!" is made by a male katydid. To make this sound, it hangs high in a tree, head down, rubbing its left wing against its right wing. Male crickets also make their sounds with their wings, rubbing the right wing over the left.

Post Reading activities

1. **Complete the chart with the name of an insect.**

SOUND	INSECT
tapping	
hum	
katty did, she didn't, she did	
rubbing wings	

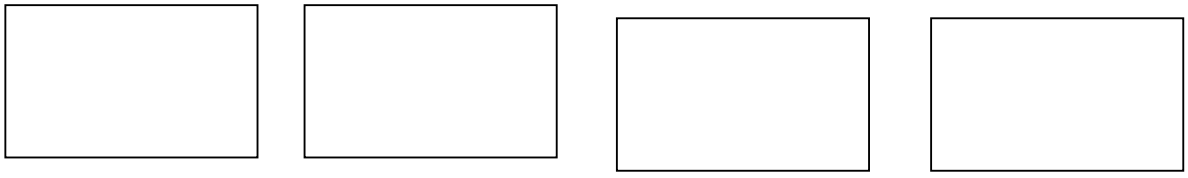
2. **Circle the correct answer t (true) f (false).**

   a. Insects have voices T F

   b. The mosquito's hum comes from its head. T F

   c. The crickets make their sound with the wings. T F

3. **Read the words and draw the insects.**



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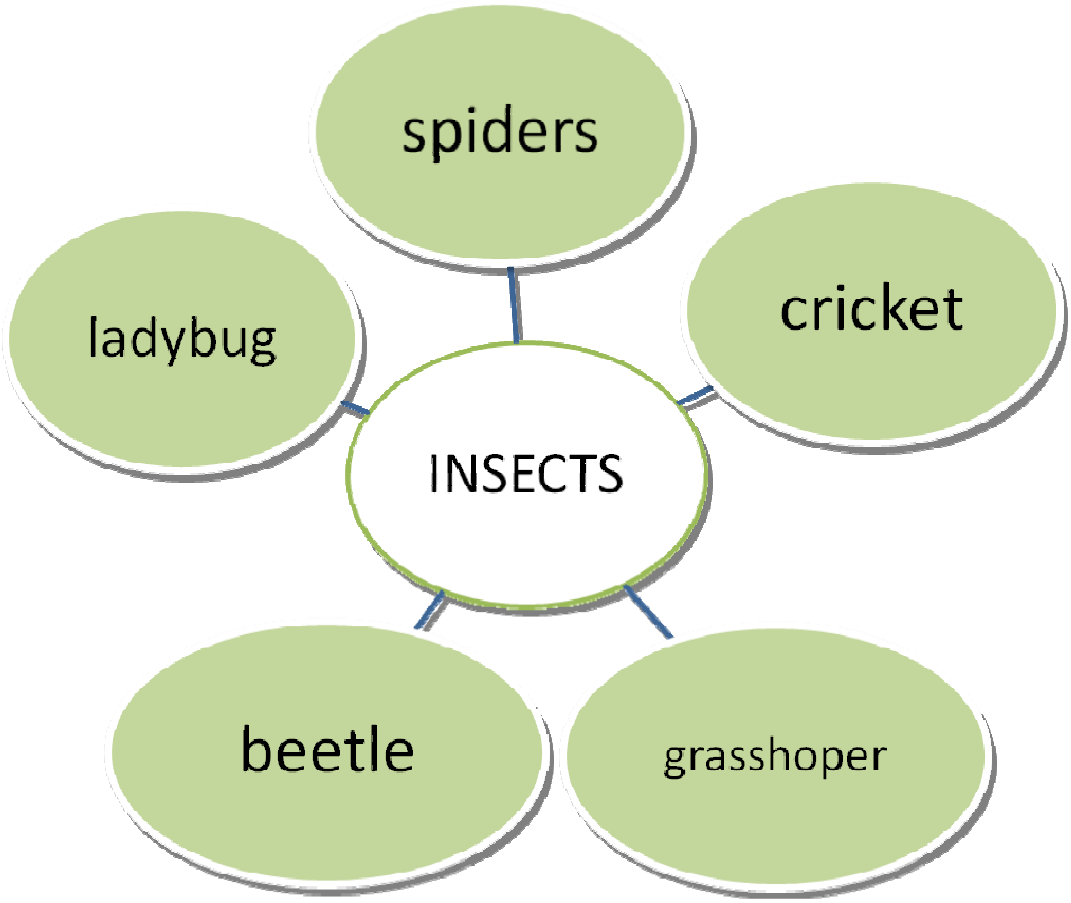
PRE-READING ACTIVITY

SPIDER WEB



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LESSON PLAN BASED ON NATURALIST THEORY

DATOS INFORMATIVOS:

TEACHERS: Janeth Segarra and Alexandra Torres
GRADE : 7th

Number of classes: 3 hours

Aim: At the end of the lesson the students will be able to describe and classify the different animals found in the school surroundings using the modal auxiliary *can - can't* to talk about the abilities that these animals have.

Authors
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COMPETENCE	CONTENTS	METHODOLOGY	RESOURCES	EVALUATION
To identify and classify the different kinds of animals using the new vocabulary helping each other. To describe and compare the abilities that the animals have using the auxiliary *can-can't* respecting other students'	**Vocabulary:** -insects (ladybug, grasshopper, bee, etc.) -mammals(pig, cow, sheep, etc.) - birds (chick, hen, hummingbird, etc.) **-**verbs (fly, hop, run, swim, crow)	❖ **P.P.P APROACH** • **Warm up**: solve a puzzle • **Review:** verbs and colors. • **Presentation:** the teacher and the students will go on a trip to the school surroundings. There the teacher will introduce the new vocabulary and grammatical structure while the students observe the animals in their natural habitat. • **Practice:** *****The students will be given cards with the picture of an animal and they will be	❖ Puzzle ❖ Flashcards ❖ Realia (real objects) ❖ Copies ❖ Cd ❖ Cd player	The student: - identifies and classifies the different kinds of animals. - describes and compares the abilities that the animals have.

opinions.	**Grammar** modal auxiliar can- can't	asked to categorize them into mammals, insects or birds. *Pair work: ask the students to collect a bug . • **Production:** *The students will work in groups of three. They will be asked to observe an animal for a short period of time and report to the class what this animal can or can't do. ❖ **TASK BASED LEARNING APPROACH** • **Pre task:** *Collect pictures of the animals we learned in class.		

		• **Task:** *Make a small poster of the animal you like the best and describe the abilities that It has. • **Language focus:** Review the correct use of the structures and vocabulary learned in the lesson.		

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LESSON PLAN BASED ON NATURALIST THEORY

DATOS INFORMATIVOS:

TEACHERS: Janeth Segarra and Alexandra Torres Number of classes: 3 hours
GRADE : 7th

OBJECTIVE: At the end of the lesson the students will be able to talk about the different actions that an animal performs using the present simple and the adverbs of manner.

Authors
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COMPETENCES	CONTENTS	METHODOLOGY	RESOURCES	EVALUATION
To explain the way that animals perform different actions using the adverbs of manner and the present simple respecting other students' opinions	❖ Present Simple fly, swim, run, eat, walk, bark, sing ❖ Adverbs of manner Slowly, quickly, happily, loudly, quietly	❖ **P.P.P. APROACH** • **Warm up**: simon says (The teacher asks the students to mime what she says. Ex: A bird flies. A dog barks. • **Review**: verbs • **Presentation:** The students will be taken to the school surroundings. There, the students will observe the animals behavior and will write down some information about it. Using the information that they have, the teacher will explain the animals' behavior using the present simple and the adverbs of manner. • **Practice:** The teacher will show a flashcard of an animal and an action and the student will form a	❖ Copies ❖ Poster ❖ Flashcard ❖ realia	The student explains the way that animals perform different actions using the present simple and the adverbs of manner.

		sentence using the information they see in the flashcards. *Repetion drill* *Writing exercise:* The students write sentences based on the flashcards that the teacher shows them. • **Production:** *Free practice* : The students will prepare a presentation based on the information they collected when observing the animals' behavior . They will report what they saw to the class.		

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LESSON PLAN BASED ON NATURALIST THEORY

DATOS INFORMATIVOS:

TEACHERS: Janeth Segarra and Alexandra Torres Number of classes: 3 hours
GRADE : 7th

OBJECTIVE: At the end of the lesson the students will be able to understand general information about insects based on the vocabulary and structures learned during the unit to interiorize their knowledge.

Authors
Janeth Segarra
Alexandra Torres

UNIVERSITY OF CUENCA

COMPETENCES	CONTENTS	METHODOLOGY	RESOURCES	EVALUATION
To analyze a short text related to insects based on the vocabulary and structures they learned during the unit helping one another.	❖ Reading **INSECTS**	❖ **DEVELOPING READINGSKILLS** • **Pre-reading activities** -General question about bugs. -brainstorm (graphic organizer -web-) • **Reading** - useful vocabulary • **Post reading activities** -complete the chart with information from the reading. - look at the picture and circle the correct word -Read the sentence and circle the correct answer.	❖ Copies ❖ Poster ❖ Flashcard ❖ realia	The student analyzes a short text related to insects.

Functional- speaking focus for linguistic competitions: By means of which the student can develop the receptive linguistic competences of listening and reading and the productive competitions of speaking and writing. The Program is centered in teaching to the students to receive and share information for half of these competences, like primary focus and in a short relationship with socialization aspects, of development of values and of develop of sub - skills; those are used in the study process and in the future professional practice.

The Education in Ecuador is oriented to create a society that respects cultural intrinsic value and identity, but it is diverse and it should also stimulate in the students the capacity of interrelating with people of other nations and culture. Consequently, the students need effective and appropriate mechanisms of communication. The organization of the English language contents for linguistic competences allows defining with clarity the acting that is expected on the part of the students when they conclude their studies of the subject. This acting is defining by means of the acting indicators or standard.

In the intermediate level, the students understand more complex sentences, but they still require repetition. They acquire a vocabulary of words and sentences that cover many daily activities. They use English spontaneously, but they can have difficulty expressing all their ideas due to a restricted vocabulary and to a limited handling of the structures of the language. The students speak using simple

sentences that are comprehensible and appropriate, but they are marked with some errors frequently. They can have problems understanding and producing complex structures and academic language. The linguistic competences reader can vary depending on the familiarity of the students with the topic, concepts, characters, gender, etc; considerably They will act in a better way if they have a previous knowledge in which they can elaborate the new knowledge. These students, with better bases of knowledge, will be able to generate a moment to write more complex and better structured texts. For the formulation of the acting Indicators of the linguistic competitions have been considered the contents of the competences which are: concepts, procedures and attitudes. These last ones refer to those 'value' that should be promoted and cultivated in the students of renovating Education, chord with the challenges of the new millennium, it can never ignore. Nowadays, programming design for linguistic competences continues staying in the cross-curricular characteristics and in present transverse characteristics from the beginning of the Curricular Reformation. The evaluation of the linguistic capacities is considered inside the same methodological parameters of the teaching process they consider learning of a new language like an talkative experience essentially, and it grants the student inside the main list of the teaching-learning of a new language.

About Information and macro functions: Now, in the curriculum the term "information" refers to three of the fundamental macro functions of the language: description, narration and instruction. These macro functions are represented in the thematic blocks of the program and they are correlated with the linguistic competitions, the

grammatical components and vocabulary that are part of the consecutive/conceptual area.

GENERAL OBJECTIVES OF ENGLISH CURRICULUM.

To strengthen and innovate the process of teaching-learning of the English language with the purpose of developing in the students a Talkative competition through the linguistic competences that includes the skills of listening, reading, speaking and writing; it is inside of a system of acting indicators (standard) and it promotes the use of values, too.

Specific objectives:

- To design an English curricular proposal that incorporates a methodology of speaking teaching based on the attainment of linguistic competences and acting indicators which can promote the interaction, the learning of cognitive and metacognitive strategies, and the practice of the permanent language in a contextualized way.

- To develop the student's linguistic competitions in the handling of the English language in a speaking way and paying attention to the systems that integrate the language (syntactic, semantic, phonological and morphological).

- To develop capacity to tell the student the world about Ecuador, their town and their concerns. Also, they could obtain similar information about other countries, with the purpose of increasing understanding, friendship and collaboration with people who can communicate through English.