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**MASTER'S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES WITH SPECIALIZATION IN ENGLISH LANGUAGE TEACHING**

“MULTIPLE INTELLIGENCES IN THE DEVELOPMENT OF ORAL COMMUNICATIVE
SKILLS IN ENGLISH AS A FOREIGN LANGUAGE AMONG HIGH SCHOOL
STUDENTS”

A thesis submitted in partial fulfillment of the requirements for the degree of
Master in Pedagogy of National and Foreign Languages with a Specialization in
English Language Teaching

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Tulcán, November 2025.

TUTOR'S CERTIFICATION

I hereby certify that the graduate student **Rosero Valencia Myrian Andrea**, ID Card No. **0401569801**, has carried out the thesis entitled:

“Multiple Intelligences in the Development of Oral Communicative Skills in English as a Foreign Language among High School Students.”

This research complies with the standards and methodology established in the Graduate Thesis Regulations, RESOLUTION No. 150-CSUP-2020. Therefore, I authorize its submission for the corresponding defense.



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The present thesis constitutes a prerequisite for obtaining the degree of **Master's in Pedagogy of National and Foreign Languages**.

I, **Rosero Valencia, Myrian Andrea**, holder of national identification card No. **0401569801**, hereby declare that this research is entirely original, authentic, and personal, and that the results and conclusions reached are my sole responsibility.



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DEDICATION

In a very special way, I dedicate this work to my parents, Luis and **Bertha (RIP)**, who always gave me their unconditional support and taught me that it is never too late to move forward. Their presence, example, and legacy have been a constant source of inspiration and strength.

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CONTENT TABLE

TUTOR'S CERTIFICATION	ii
AUTHORSHIP DECLARATION	iii
COPYRIGHT TRANSFER AGREEMENT	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vi
ABSTRACT	xii
CHAPTER I	13
PROBLEM	13
1.1 Problem Statement	13
1.2. Research questions or hypotheses	15
1.3. Research Objectives	15
General Objective	15
Specific Objectives	15
1.4. Justification	16
CHAPTER II	18
THEORETICAL FOUNDATION	18
2.1. Research Background.....	18
2.2. Theoretical Framework	21
2.3. Legal framework	42
CHAPTER III	44
METHODOLOGY	44
3.1. Description of the Study Area/Study Group.....	44
3.2. Research Approach and Type.....	45
3.3. Definition and Operationalization of Variables.....	48
3.4. Procedures	51
3.5. Bioethical Considerations.....	52
CHAPTER IV	54
RESULTS AND DISCUSSION.....	54
4.1. Results of the Multiple Intelligence Test, Student Survey, and Teacher Interview	54
4. 5. Triangulation of results.....	97
CHAPTER V	99
PROPOSAL.....	99
5.2 Justification.....	100
5.3. Objective.....	101
5.4. Presentation.....	101

5. 5. Methodological Guidelines	102
5. 6. Development.....	103
CONCLUSIONS AND RECOMMENDATIONS	128
REFERENCES	129
APPENDIX	136

INDEX OF TABLES

Table No. 1. Table of Operationalization of Variables	49
Table No. 2. Teacher Reaction to Educational Processes.....	80
Table No. 3. Teacher Innovation and Updating	81
Table No. 4. Concept of Didactic Innovation	83
Table No. 5. Importance of Concepts or Content	84
Table No. 6. Ideas about Intelligence	85
Table No. 7. Specific Attention to Intelligences	87

INDEX OF FIGURES

Figure 1. Constructivism.....	23
Figure 2. Mental Structures in Constructivism.....	24
Figure 3. Meaningful Learning.....	25
Figure 4. Illustration of Vygotsky's Sociocultural Theory.....	26
Figure 5. Theory of Multiple Intelligences.....	30
Figure 6. Language Development.....	40
Figure 7. Study Unit Location.....	44
Figure 8. “Napo” Educational Unit.....	45
Figure 9. Linguistic Intelligence.....	54
Figure 10. Logical Mathematical Intelligence.....	56
Figure 11. Spatial Intelligence.....	58
Figure 12. Kinesthetic-Bodily Intelligence.....	60
Figure 13. Musical Intelligence.....	62
Figure 14. Intrapersonal Intelligence.....	64
Figure 15. Interpersonal Intelligence.....	66
Figure 16. Naturalistic Intelligence.....	68
Figure 17. Interpersonal Skill No. 1	70
Figure 18. Interpersonal Skill No. 2	71
Figure 19. Interpersonal Skill No. 3	73
Figure 20. Interpersonal Skill No. 4	74
Figure 21. Interpersonal Skill No. 5	75
Figure 22. Interpersonal Skill No. 6	76
Figure 23. Interpersonal Skill No. 7	78
Figure 24. Interpersonal Skill No. 8	79
Figure 25. Pronunciation	89
Figure 26. Fluency	90
Figure 27. Vocabulary	92
Figure 28. Grammar	93
Figure 29. Interaction	94

INDEX OF ANNEXES.

Appendix A: Multiple Intelligences Test	135
Appendix B: Interpersonal Intelligence Test	138
Appendix C: Self-Assessment Test of Oral Communication Skills	142
Appendix D: Interview with English Teachers	144
Appendix E: Validation of the Research Instruments, Expert 1, Instrument 1.....	145
Appendix F: Validation of the Research Instruments, Expert 1, Instrument 2	148
Appendix G: Validation of the Research Instruments, Expert 1, Instrument 3	151
Appendix H: Validation of the Research Instruments, Expert 1, Instrument 4	154
Appendix I: Validation of the Research Instruments, Expert 2, Instrument 1.....	157
Appendix J: Validation of the Research Instruments, Expert 2, Instrument	158
Appendix K: Validation of the Research Instruments, Expert 2, Instrument 3	160
Appendix L: Validation of the Research Instruments, Expert 2, Instrument 4	162
Appendix M: Validation of the Research Instruments, Expert 3, Instrument 1	164
Appendix N: Validation of the Research Instruments, Expert 3, Instrument 2	166
Appendix O: Validation of the Research Instruments, Expert 3, Instrument 3	168
Appendix P: Validation of the Research Instruments, Expert 3, Instrument 4.....	171
Appendix Q: Permission to Use the Instruments	172

ABSTRACT

The learning of English as a foreign language is increasingly recognized as a critical skill in today's globalized world. However, many students encounter challenges due to traditional teaching methods emphasizing memorization and repetition. This study explores applying the theory of multiple intelligences, specifically interpersonal intelligence, to enhance English language instruction and create a more inclusive and effective learning environment. The research focuses on high school students and their development of oral communication skills, highlighting the social importance of training competent citizens in English usage. A mixed-methods approach, including an explanatory-sequential investigation, was employed to analyze the relationship between interpersonal intelligence and the development of oral communicative competence in English as a foreign language among high school students. The results indicated a low level of development in both oral communicative skills and interpersonal intelligence. This finding allows us to conclude a significant relationship between the two; students who can socialize and express their ideas within a group will likely find it easier to communicate in another language, overcoming the fear of making mistakes. Practicing empathy emerges as a key component of their development within the classroom.

Keywords: multiple intelligences, interpersonal intelligence, learning process, oral communication skills

CHAPTER I

PROBLEM

1.1 Problem Statement

In the Ecuadorian educational context, English language teaching plays a fundamental role in the comprehensive development of students. Although secondary education in Ecuador is compulsory and free, and learning English as a foreign language is an increasingly sought-after skill in today's globalized world, regardless of an individual's social, economic, educational, or professional background, many Ecuadorian students struggle to acquire this skill and develop more effective communication.

In the community of the "Napo" Educational Unit, located in the Lago Agrio Canton, Sucumbíos Province, a lack of interpersonal intelligence development has been observed among first-year students of Technical Baccaureate, specializing in Accounting, which limits the development of oral communication skills in this second language.

This problem has various causes that are closely related to the effects observed in the English pedagogical process. Considering that interpersonal intelligence is underdeveloped, students adopt a passive role in the learning process, which limits critical reflection and reduces interaction between peers and teachers. This diminishes active participation and makes it difficult for teachers to determine students' achievements.

The "Napo" Educational Unit reflects the educational challenges faced by many communities in Ecuador. First-year high school students show limited development of interpersonal intelligence. This intelligence, according to Howard Gardner's theory of multiple intelligences (1983), refers to the ability to understand and relate to other people. It is a crucial skill for the development of oral communication skills in a second language, as it involves the ability to interact, collaborate, and understand others.

The problems observed at the "Napo" Educational Unit regarding English language learning are due to a combination of factors that affect the teaching-learning process. One of the main challenges is the traditional and mechanical approach to teaching, which lacks effective learning techniques, resulting in repetitive learning for students, who have not developed skills and competencies to learn independently. This also limits their ability to apply what they have learned in real-life contexts.

Students need to understand the "why" of what they are learning and how it can be relevant in their daily lives. This requires more dynamic and interactive teaching methods that foster curiosity and critical thinking. Furthermore, the lack of effective feedback from teachers prevents students from identifying areas for improvement and developing strategies to overcome them. Feedback not only helps students identify their areas for improvement but also provides them with clear guidance on how to improve. In many educational contexts, there is a problem related to the limited interaction between teachers and students during the teaching of English as a foreign language. This situation directly impacts the development of communicative skills, since learning a language is not limited solely to grammatical knowledge or vocabulary, but also requires constant and meaningful speaking and listening practice. When opportunities for dialogue, debate, or the exchange of ideas are scarce, students tend to adopt a passive role in the classroom, which weakens their confidence and reduces their ability to express themselves fluently and spontaneously. This lack of opportunities for interaction also limits critical reflection on the learning process itself, preventing students from taking an active and conscious role in their language development.

In the English language teaching and learning process, one of the problems that often goes unnoticed is the lack of attention paid to the development of interpersonal intelligence. This skill, which involves the ability to understand, communicate, and establish positive relationships with others, is essential for achieving effective communicative competence in a foreign language. However, in many educational settings, pedagogical strategies continue to focus on the transmission of linguistic content, neglecting the emotional and social components of learning. As a result, students struggle to interact empathetically and collaboratively, which limits their participation in oral activities and their

willingness to communicate in English. The absence of spaces that promote teamwork, collaborative problem-solving, or reflection on emotions during communication results in insignificant learning and restricts students' overall development.

Given the context and the identified causes, the following research question arises: How does interpersonal intelligence affect the development of oral communication skills in high school students?

1.2. Research questions or hypotheses

1. How do multiple intelligences influence the development of oral communication skills in English as a foreign language in first-year technical baccalaureate students?
2. What is the level of interpersonal intelligence in the development of English in high school students?
3. What is the level of oral communication skills in English in first-year technical baccalaureate students?
4. What teaching strategies promote the development of interpersonal intelligence and improve oral communication skills in English in first-year technical baccalaureate students?

1.3. Research Objectives

General Objective

- Analyze the influence of Multiple Intelligences on the development of oral communication skills in English as a foreign language in first-year technical high school students.

Specific Objectives

- Identify the level of interpersonal intelligence in the development of English as a foreign language among first-year technical baccalaureate students.
- Determine the level of oral communication skills in English as a foreign language among first-year technical baccalaureate students.

- Propose teaching strategies that promote the development of interpersonal intelligence to improve oral communication skills in English as a foreign language among first-year technical baccalaureate students.

1.4. Justification

Learning English as a foreign language is an increasingly in-demand skill in today's globalized world. However, many students struggle to acquire this skill due to the traditional teaching approach that focuses on memorization and repetition. Therefore, the study and understanding of multiple intelligences, specifically interpersonal intelligence and its relationship to learning, could help implement teaching strategies to foster a more inclusive and effective learning environment, allowing each student to develop a deeper understanding of the English language.

Specifically, it can be said that many high school students encounter difficulties in learning this language, which can limit their future opportunities. In this context, applying the multiple intelligences approach to English teaching can be a convenient and useful strategy, promoting meaningful learning, even more so if it is aimed at helping students achieve more practical communication skills across all levels of the language.

This research has great social relevance, as it contributes to improving the quality of education and developing citizens who are more competent in using English as a foreign language. This not only benefits individual students but also society as a whole by facilitating communication. From a theoretical perspective, this research contributes to scientific knowledge in the fields of education and applied linguistics by exploring the influence of interpersonal intelligence on the development of oral communication skills in English as a foreign language in high school students. The results of this research can contribute to enriching educational theory and practice by providing empirical evidence on the effectiveness of this pedagogical strategy and its potential applications in other academic contexts.

Furthermore, this research can contribute to the teaching of English as a foreign language in several ways, including a student-centered approach, curricular flexibility, collaborative learning, and the development of 21st-century skills.

Likewise, the research has methodological utility, as it can provide guidance for curriculum design. In the case of learning English as a foreign language, working on interpersonal intelligence can allow students to develop language skills more effectively, as it focuses on their strengths and abilities. Furthermore, the use of different teaching strategies that adapt to their emotional intelligence can make the learning process more motivating and meaningful for students.

Although the theory of multiple intelligences has been widely researched and applied, there are still aspects to be explored. These include the relationship between interpersonal intelligence and effective communication, the influence of interpersonal intelligence on the development of oral communication skills in English as a foreign language, its effective implementation in educational settings, and its impact on professional success. More research is needed in these areas to fully understand the theory and its practical application in diverse contexts. In this sense, this research aims to address these educational needs through a line of inquiry focused on the innovation of pedagogical mediation for learning and development, considering teacher training in the classroom, school, and community.

CHAPTER II

THEORETICAL FOUNDATION

2.1. Research Background

Since its inception, education has pursued one goal: to provide society with an individual capable of functioning integrally. However, most educational centers have employed traditional pedagogy, which does little or nothing to develop students' skills and abilities to internalize their knowledge and put it into practice. Society advances, the world changes, and with it the needs of the population.

It must also be taken into account that, within the social context, learning English as an L2 is important for the development of developing world societies, thus becoming a lingua franca that has generated legitimate transformations and advances in every era, as it has opened new paths within society.

According to the EF English Proficiency Index (2024), Ecuador has a very low level of proficiency in English, ranking 82nd out of 116 countries worldwide and 19th out of 21 countries in Latin America. These data reflect a worrying situation regarding English language proficiency in the country, which has significant implications for education, professional development, and global competitiveness. Ecuador's 82nd position out of 116 countries indicates structural deficiencies in the education system and language policies, while its 19th position out of 21 countries in the region suggests that, even compared to its neighbors, the country is not achieving adequate performance. This low English proficiency limits the educational and professional opportunities of Ecuadorian students, negatively impacts their employability, and the country's ability to attract foreign investment and participate in global markets.

The world is not static and neither is the intellectual development of human beings, which is why in Ecuador a Ten-Year Education Plan 2006-2015 was implemented, whose policies are the expansion of coverage and the improvement of quality, with the purpose of forming young people who value and get involved in social dynamics, possessors of human values and skilled in the exercise of their citizenship, capable of understanding the world in which they live and of using the tools of scientific, technological knowledge and ancestral

knowledge to transform reality as active subjects of change, possessing cognitive and metacognitive skills to autonomously face the self-learning processes of learning to know, to be, to do, to live together and to undertake. (Ministry of Education, 2006)

Each educational institution must conduct a self-examination to determine its level of fulfillment of its primary functions: preparing young people to continue their university studies, training them to enter productive life with appropriate knowledge, skills, and values, and educating them to participate in civic life. The country's public educational institutions, which attract students from all social and economic strata due to their openness, must all the more strive to advance simultaneously with current educational demands and innovations.

According to the Ecuadorian Ministry of Education (2017), one of the basic principles of the proposed curriculum is "to develop the personal, social, and intellectual skills necessary for students to reach their full potential and participate productively in an increasingly globalized world, where the ability to operate in multiple languages is essential." This is undoubtedly an adequate response to the demands of the 21st century. By emphasizing the comprehensive development of students and the importance of multilingualism, the curriculum proposal seeks to prepare young Ecuadorians to participate effectively and productively in a globalized world. Effective implementation of this principle will require a concerted effort from all stakeholders, including the government, educational institutions, educators, and the community at large.

Communicative competence in English is a crucial skill for students across diverse disciplines. According to Olivero Herrera, Acosta Coutín, and Ledezma Tamayo Caballero (2022), this competence is essential for students' professional development, as it allows them to interact effectively in international academic and work contexts. The ability to communicate effectively in English not only facilitates comprehension and expression but also improves the speaker's confidence and willingness to participate in global conversations and projects.

On the other hand, the transformation of education also relates to the development of skills, abilities, capacities, or intelligences; specifically, multiple intelligences (MI) in individuals. Howard Gardner (1983) proposes in his research

that there are different types of intelligence and that each person has a unique intelligence profile. By linking this theory with second language (L2) learning, attempts have long been made to explain its relationship and relevance in the teaching-learning process. Second language learning has been a constant topic of research throughout the 20th century, with the aim of improving this process. Analyzing the various learning styles and intelligences that language learners utilize when faced with the task of learning a second language is crucial to achieving this goal. Once these styles and intelligences are identified in English classes, planning and organizing lessons based on them will become an essential factor for student success. Learning styles are essential for improving English language proficiency (Caicedo, 2023).

Interpersonal intelligence is a type of intelligence that allows people to understand and relate to others, as well as to work in teams and maintain harmony with peers (Rock Content, 2023). This type of intelligence is crucial in the development of communication and social skills, especially in educational and professional contexts. Several researchers have explored the relationship between interpersonal intelligence and language learning, and studies suggest that higher interpersonal intelligence may be associated with a greater ability to interact with native speakers, greater sensitivity to cultural differences, a greater ability to remember new words, and lower anxiety in communicative situations in a second language. It cannot be denied that there is a positive relationship when teachers apply activities based on multiple intelligences to English language learning, given the variety of abilities that students possess and those they must develop to communicate effectively in the language (Lavado Rojas, Zárate Aliaga, & Pomahuacre Gómez, 2021). This pedagogical approach can significantly improve students' oral communication skills.

According to research conducted by Vilchez (2024), emotional intelligence has a significant positive influence on the acquisition and mastery of English language content. This finding underscores the importance of emotional intelligence in the educational process, suggesting that students with higher emotional intelligence tend to perform better in text comprehension and production, as well as in oral expression and comprehension in English. This study highlights the need to

integrate the development of emotional skills into educational programs to improve language learning and, possibly, other academic areas.

2.2. Theoretical Framework

This research is framed within the field of human intelligence and, within this, within Gardner's approach to multiple intelligences (MI), specifically, in the analysis of the influence of personal intelligence and the development of oral communicative skills in English as a foreign language.

However, to begin, we must discuss Philosophy, Pedagogy, and Education. The close connection between education and the most diverse aspects, factors, and interests of human life places Pedagogy in relation to the most diverse disciplines that, in one way or another, provide material for the understanding and explanation of Philosophy, the basis of all sciences. Disciplines such as didactics, psychology, biology, among others, serve as support for the educational process.

According to Freire (2020), he argues that education should be a liberating act that allows the oppressed to become aware of their situation and transform their reality.

Education—and its product, learning—is a phenomenon that transcends neuropsychological processes, and whose nature is not only causal and probabilistic, but also symbolic, social, relational, and expressive. (Romero, 2024)

Pedagogy, in conjunction with didactics, seeks to explain and continuously improve educational practices and aims to analyze and better understand the educational reality.

Since didactics is a science in which there is an inexorable relationship between theory and practice, it will be of great help in the development of research, proposing strategies that allow the internalization of knowledge and that allow students to learn how to learn through inquiry, respecting their individuality.

Psychology deals with the animal and human psyche, focusing deeply on humans. It is much more than a scientific field or a collection of findings and

principles; it is an invaluable perspective for self-understanding, understanding others, and reciprocal relationships.

Humankind has sought information about every imaginable aspect of human behavior, even becoming the object of its own study, and has questioned everything around it.

Contemporary education is the result of the contributions of several renowned authors in different disciplines, including Jean Piaget, Vygotsky, Ausubel, Jerome S. Bruner, Dewey, Gardner, Decroly, and Montessori. However, education, being a human process as such, has not reached perfection, as each individual learns differently; what is valid for one person may not be valid for another. Therefore, the path of education is forged and perfected day by day, with the aim of developing us as integral and autonomous beings, educationally, emotionally, socially, and in all aspects in which humankind is an active participant.

Throughout history, education has made humankind what it is today. Throughout its long history, it has corrected its mistakes and repeated its successes in order to grow and achieve happiness, always guided, directly or indirectly, by philosophical concepts that allow it to shape its life in the best possible way.

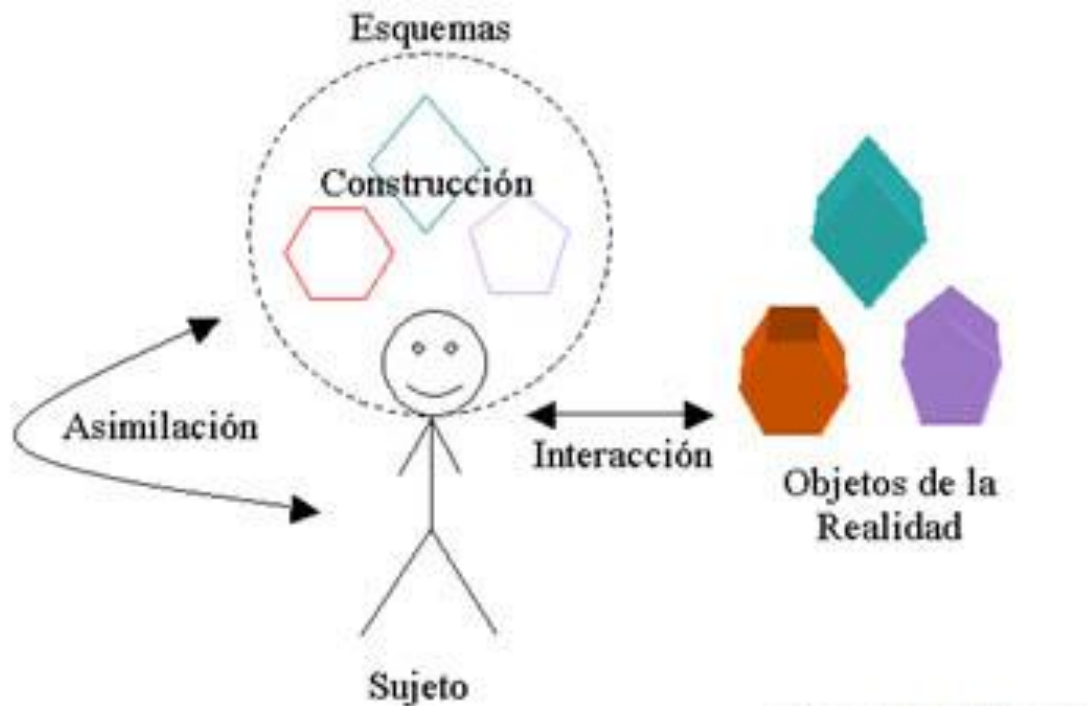
Piaget's Theory of Constructivism

According to this model, students construct their knowledge based on the structures or schemas they already possess and their prior knowledge, which they have built through their relationship with their environment. These schemas are put into operation, even without consciously knowing they possess them, when attempting to acquire new knowledge.

From a constructivist perspective, teachers will consider that it is the learner who, with their support, scaffolding, and sustenance, constructs the learning process itself.

Figure No. 1

Constructivism according to Piaget



Source: *Educación Idóneos (2024)*

The constructivist conception of learning is based on the idea that students are primarily responsible for their own learning process, constructing knowledge autonomously and actively. This approach emphasizes that no one can replace students in this task, as they must relate new information to their prior knowledge, an essential process for knowledge construction. Furthermore, knowledge acquired in one area is enhanced when connections are made with other areas of knowledge, which enriches and deepens understanding. Upon receiving information, students give it personal meaning, integrating it into their existing cognitive structure. Students' constructivist mental activity is applied to content that has already been previously developed at a social level, the result of a collective process of knowledge construction. To facilitate this process, support or scaffolding is necessary to guide students in the construction of their knowledge, providing the tools and appropriate context to effectively develop their understanding. Since learning is a psychological phenomenon inherent to human beings, it is inherently approached from a biological perspective. Jean Piaget, PhD in biology and psychologist, stated that each individual is an active

participant in their own learning, which is the product of knowledge acquired through the individual's contextual interaction.

Figure No. 2

Mental Structures



Source: <https://teoria-cognitiva-de-piaget.webnode.mx> (2024)

The interaction between assimilation and accommodation enables new learning; the patterns that are produced are modified and become more complex as the subject interacts with their environment. Piaget associates intelligence with adaptation, the balance between the subject's assimilation of the environment and vice versa.

Furthermore, it can be concluded that play is an essential tool for learning according to Piaget, as it allows children to discover the world and develop social and cognitive skills (Garrido, 2023). Furthermore, the role of the teacher changes from being a central figure to a guide who facilitates learning, creating a stimulating environment that promotes exploration and problem-solving. Piaget also highlighted the importance of valuing individual differences and adapting teaching to the needs of each student (Garrido, 2023).

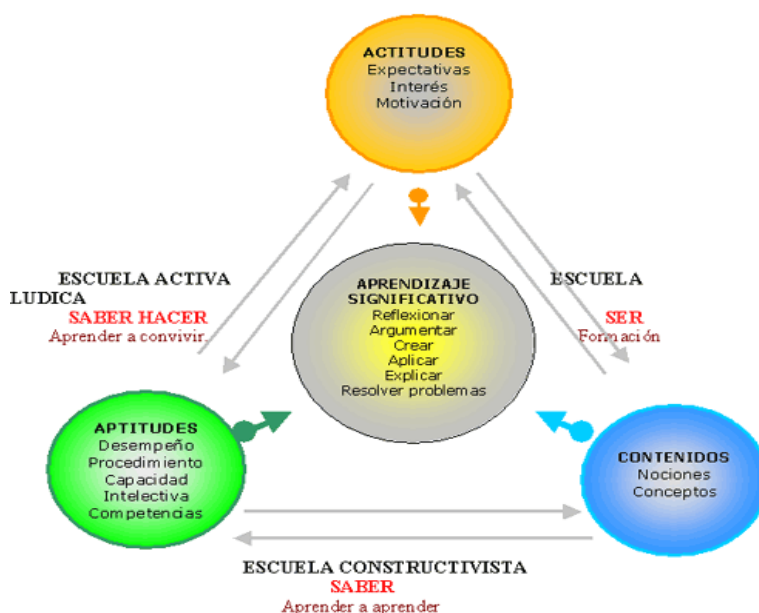
Ausubel's Theory of Meaningful Learning

Dr. David Ausubel is associated with constructivism due to his interpretation of learning. Novak and Gowin (2022) emphasize that meaningful learning, as described by Ausubel, is essential for effective education, as it allows students to

integrate new information with their prior knowledge, facilitating deeper and more lasting understanding. This is in contrast to rote learning, which provides disjointed and arbitrary content related to what the student already knows.

Figure No. 3

Meaningful Learning, David Ausubel



Source: *Educación Idóneos (2024).*

This theory proposes that learning is related to previously acquired knowledge, to the previously formed mental structures regarding the cultural content the individual possesses on the specific topics they wish to learn. From this perspective, each student is unique and unrepeatable, so the teaching-learning process must be individual.

Meaningful learning allows for the lasting and deep-rooted consolidation of knowledge, expands the capacity to acquire related knowledge, and facilitates relearning. It uses motivation as both a means and a foundation; the educator is a mediator of learning who serves as a scaffolding between knowledge and the learner.

To produce meaningful learning, three basic conditions are required. First, logical meaningfulness implies that the new learning material must have a clear and coherent logical structure, avoiding being arbitrary or confusing. Second, psychological meaningfulness refers to the need for the student to possess

relevant prior knowledge, activated in their cognitive structure, that can be related to the new learning material. Finally, a favorable disposition refers to the student's attitude toward meaningful learning. That is, they must be predisposed to relate new knowledge to what they already know, which is closely linked to their motivation. These three conditions are essential for learning to be effective and lasting.

In accordance with all the guidelines for meaningful learning, a timely and procedural assessment must be proposed to provide feedback to both the student and the teacher.

Bruner's Discovery Learning Theory

American PhD, Jerome Bruner, the father of Cognitive Psychology, proposes that learning is achieved if motivation comes from within the learner, that is, it must be intrinsic; a task is performed solely out of the desire to learn, not for a subsequent reward or punishment.

His Discovery Learning Theory is a proposal in this direction. The transmission of knowledge can be schematized in several key phases. First, the educator performs the task themselves to demonstrate that it is possible to accomplish something interesting, highlighting the different parts of the process so that the learner understands each step. The learner is then encouraged to try it themselves, fostering their autonomy and confidence. To facilitate this process, the educator reduces the complexity of the task by breaking it down into more manageable parts that the learner can successfully tackle. Once the student has mastered one part of the task, the educator encourages them to begin another of greater complexity to expand their zone of proximal development and maintain adequate motivation to continue the task. Finally, when the task has been fully mastered, instruction comes into play, which involves separating language from action and incorporating acquired knowledge into verbalized knowledge. This process ensures that the student not only understands and executes the task but can also explain and apply it in different contexts, thus consolidating their learning. In this way, the educator motivates the student to discover, construct, and write down the concepts themselves.

Integrating the mentioned theories, constructivism is the progressive appropriation of the object's structures by the knowing subject, and then, according to the subject's needs, adapting them to their context and reality.

Vygotsky's Sociocultural Theory

Vygotsky's sociocultural theory has had a significant impact on education and developmental psychology, influencing pedagogical approaches that emphasize collaboration, social interaction, and the use of cultural tools in the teaching-learning process. (Daniels, 2021)

Lev Vygotsky argued that children learn most effectively in a social environment. Applying his theory of social development in the classroom can help students grasp ideas more quickly. Social interaction is fundamental to learning and encourages a reciprocal teaching style. Below are some tips for implementing this theory in the classroom.

Vygotsky argued that children develop their learning gradually through social interaction, acquiring new skills and improving their logical ability as they integrate into a routine and familiar way of life. His sociocultural theory of cognitive development focuses not only on how adults and peers, through collaborative work, influence individual learning, but also on how cultural beliefs and attitudes affect the way instruction and learning are carried out.

Figure 4

Illustration of Vygotsky's theory



Source: Lifeder, 2020.

Intelligence: General Conceptions and Its Role in Education

Etymologically, the word intelligence is derived from the Latin word “*inteligere*”, a compound of **intus** (between) and **ligere** (to choose), which translates to the intelligent person being the one who makes the best choice among different alternatives.

The concept of intelligence has undergone transformations over time based on social, cultural, scientific, and economic changes.

Until the 14th century, intelligence was associated with human survival in the community, with one's ability to govern the masses, and with socioeconomic status.

In the 16th century, the concept of intelligence was expanded, discarding the idea that intelligence was associated with a person's socioeconomic status. The idea of intelligence was related to linguistic skills and logical-mathematical-social reasoning, that is, to the ability to communicate and negotiate.

In the 19th century, the first formal studies of intelligence began. These studies were based on human anatomy, especially cranial size and characteristics (Broca), human psychology and genetic inheritance (Galton), and mental processes through introspection (Wundt).

In the 20th century, intelligence began to be linked to ethical and social activities, context, culture, and information processing. During this period, an extensive study of intelligence was conducted, which can be approached from three perspectives.

a. Factorial Perspective: This is subdivided into monofactorial, that is, the existence of a single factor (g) of intelligence, and multifactorial, which assumes intelligence as a set of factors that are associated and manifest according to the task at hand.

b. Cognitive Perspective: This refers to the cognitive processing of information when solving and confronting various problematic situations. Two theories stand out.

- Sternberg's triarchic theory establishes that intelligence is made up of three components: analysis, creativity, and application.
- Gardner's theory of multiple intelligences considers intelligence as a biopsychological potential and proposes the existence of eight intelligences.

This theory is the main theoretical foundation of this research, which will be explored in more detail later.

c. Genetic Perspective: This perspective considers intelligence as an evolutionary and neurological process in humans.

In the last 10 years, studies of intelligence have deepened, combining multiple theories and approaches to intelligence, taking into account brain composition, context, needs and challenges, studies of the use of the mind in different cultures, and laboratory studies.

Current theories propose that intelligence is modifiable and non-quantifiable, and that it encompasses various abilities and skills. It is the product of several factors: genetics, mental representations and their transformations, context, and the socio-historical influence of human beings.

In the educational field, a student is traditionally classified as more or less intelligent depending on their academic grades; today, in line with current theories, an intelligent student is one who can successfully face and meet the internal and external challenges presented to them.

The ability to learn is not static and does not respond solely to genetic patterns, so teacher mediation plays a fundamental role. From this perspective, and with respect to human cognition, intelligence is structured by various competencies or intelligences that coexist and combine within the individual. Teachers must therefore strive to stimulate strengths and address weaknesses.

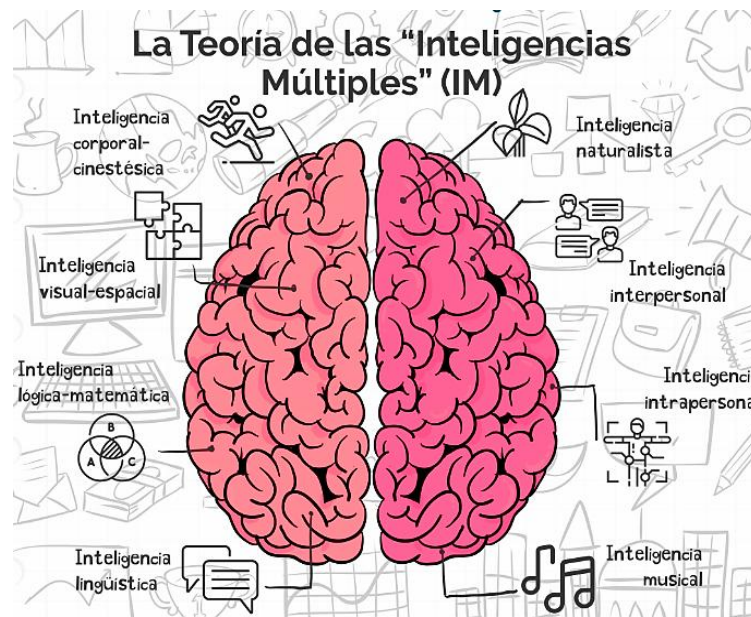
Gardner (1983) argues that intelligence is both a hierarchical system of cognitive processes and a variety of interdependent levels related to heredity, brain organization, personality development, and emotions, as well as external factors such as the physical, family, social, and cultural environment.

Theory of Multiple Intelligences

The model of Multiple Intelligences proposed by Gardner is the main framework for this research.

Figure No. 5.

Gardner's Theory of Multiple Intelligences



Source: *Instituto de Enlaces Educativos, 2021.*

Within the learning process, intelligence is fundamental. It is a complex and multidimensional mental capacity that allows individuals to process information, reason, solve problems, adapt to new situations, and learn from experience. According to psychologist Robert Sternberg, "intelligence is an individual's ability to adapt, select, and shape their environment effectively" (Sternberg, 1985, p. 45).

There are two classic postulates regarding intelligence: the first states that it is a unique general capacity that every person possesses to a greater or lesser extent. The second states that it can be measured through standardized instruments.

The two previous postulates are currently invalid. In the 1980s, Gardner Howard Gardner, a psychologist and professor of education at Harvard University, first stated in his work, "Frames of Mind", that there is no single intelligence, but rather that human beings possess multiple intelligences. He broadened the scope of

intelligence by recognizing that academic brilliance isn't everything; he defined it as a developable capacity. That is, it allows individuals to process information and solve problems in different ways. By incorporating the idea of multiple intelligences, Gardner opened up a new landscape for pedagogy and education.

Gardner's model proposes eight types of intelligence. These are grouped into three categories:

The first group comprises intelligences related to the physical world, including naturalist, spatial, logical-mathematical, and bodily-kinesthetic.

The second group consists of abstract intelligences: musical and linguistic.

The third group corresponds to social intelligences: interpersonal and intrapersonal.

Linguistic Intelligence

According to Nieves Gomis Selva, linguistic intelligence consists of the ability to process words, as well as to use oral or written language to name objects, express ideas, and construct communicative structures, whether simple or complex. This ability allows not only effective communication but also reflection on the meaning and function of language, thus facilitating the understanding and production of messages in diverse contexts (Gomis Selva et al., 2013, p. 84). Understanding reading and writing, such important aspects in human history, allows us to communicate with others and, in turn, enables social development and coexistence; to understand and be understood. Reading allows us to learn about places, people, processes, events, and concepts that we do not experience personally, but which enrich us and nourish us with knowledge.

According to studies, this intelligence can be stimulated from the time a child is in the womb through conversations, songs, or reading. In the brain, this intelligence is located in the left hemisphere, specifically in Broca's area (language area) and Wernicke's area (sensory area). The ability to speak correctly must be cultivated from the beginning of non-formal education, that is, from home, where the correct use and definition of language should be promoted. of the words, without using false terms.

The ability to listen promotes learning; before participating, the person should be informed about what is being discussed. Auditory retention is often low, so it should be stimulated with reading aloud; even music can be a tool to improve this ability.

Reading and writing help increase vocabulary and improve spelling. Parents are very concerned about these aspects because their children are surrounded by technology, which is more entertaining than a good book, making it a real challenge to motivate them to read and write.

This type of intelligence is generally developed by poets, writers, orators, politicians, lecturers, and all those professionals who are successful with their linguistic skills.

It is present in those who love to read, write, speak, memorize, tell stories—in short, any activity that promotes literacy and oral communication. It is located in the left temporal and frontal lobes of the human brain.

Activities that can be done at home and in the classroom to enhance linguistic intelligence include: keeping a journal, writing poetry or song lyrics, inventing stories, playing Hangman, completing crossword puzzles, dramatizing stories, holding debates, and promoting oral presentations, among many others.

Prominent figures in this area include: Mario Vargas Llosa and Gabriel García Márquez, among others.

Logical-Mathematical Intelligence

According to Howard Gardner's theory of multiple intelligences, logical-mathematical intelligence is one of the eight identified intelligences, and is characterized by the ability to work with numbers, geometric shapes, and abstract concepts, as well as to understand cause-and-effect relationships (Gardner, 1983).

In an academic context, "mathematical intelligence" (also known as logical-mathematical intelligence) refers to the ability to reason abstractly, solve numerical problems, recognize patterns, perform calculations, and manipulate

symbols and logical relationships. This form of intelligence allows people to analyze situations objectively, formulate hypotheses, and apply deductive and inductive reasoning to arrive at structured solutions.

People with well-developed logical-mathematical intelligence think by reasoning and enjoy comparing, classifying, relating quantities, questioning, experimenting, and solving logical problems. This intelligence is located in the left parietal lobe of the right hemisphere of the brain.

Logical reasoning is extremely helpful for solving everyday problems. Currently, its development is considered a goal, as admission to higher education institutions depends on the potential achieved in secondary school. Therefore, strategies for its development must be sought.

This type of intelligence is more prevalent in scientists, mathematicians, researchers, and engineers, among many others who rely on logical reasoning as a fundamental skill set.

Actions that promote its development both at home and in the classroom include: solving math problems, mathematical riddles, puzzles, magic squares, tangrams, classifications, groupings, and using computers to demonstrate formulas or illustrate theories, etc.

Examples of people who demonstrated this intelligence include Einstein, Isaac Newton, and Pythagoras.

Spatial Intelligence

This intelligence refers to the ability to accurately perceive the visual and spatial world, as well as to mentally manipulate and transform those perceptions. People with well-developed visuospatial intelligence often excel in activities that require sensitivity to color, shape, line, space, and the relationships between these elements. This includes skills such as visualizing objects from different angles, graphically representing ideas, spatial orientation, and creating artistic designs or compositions. It is the ability to perceive, transform, modify, and decipher images, both internal and external.

People with this developed intelligence express themselves through images, paintings, and illustrations, and they love to design, draw, visualize, and express everything through images, sketches, models, and anything that can be seen and/or touched.

Although this intelligence is related to visualization, it is also present in blind people, who can develop it to a high degree. It is very important for orienting ourselves in different physical spaces such as cities, countries, terrains, etc., as well as for recognizing places, settings, and objects. Its location in the posterior regions of the right hemisphere of the brain is significant.

It is present in geographers, historians, advertisers, pilots, architects, and various types of artists.

Examples of spatially intelligent individuals include Darwin, Salvador Dalí, Picasso, and Leonardo da Vinci, among others.

Activities that promote its development both at school and at home include: using and creating graphs, diagrams, maps, photographs, videos, slides, paintings, symbols, charts, puzzles, and model making; and games such as tangram, sudoku, and chess.

Bodily-Kinesthetic Intelligence

Bodily-kinesthetic intelligent individuals think through somatic sensations. They love to dance, run, jump, build, touch, and gesture. They demonstrate a high degree of coordination, flexibility, speed, and all those abilities related to physical activities.

This intelligence actually refers to the ability to use the body as a tool to communicate ideas, emotions, and feelings, as well as to create or modify objects with precision and creativity. This form of intelligence not only encompasses physical skills, such as coordination, balance, agility, strength, flexibility, and speed, but also includes a deep body awareness, which allows people to perceive and regulate their movements accurately. Furthermore, it includes tactile skills and the ability to evaluate measurements, volumes, and textures, which facilitates effective interaction with the physical environment.

This intelligence is fundamental in activities that require object manipulation, body expression, or the execution of complex movements, as in the case of athletes, dancers, artisans, or surgeons. Its development allows not only the skillful execution of tasks but also the understanding and transformation of physical space through action, integrating sensory perception with motor response capacity (Antunes, 2012, p. 27).

Kinesthetic development is fundamentally linked to a person's cognitive, social, and linguistic development, as learning occurs through the senses and interaction with the environment, which is only achieved through the body.

Thus, a pianist who moves their fingers to perform a masterful piece is just as "kinesthetically intelligent" as a basketball player who executes a perfect dribble with their entire body.

The center of this intelligence is the cerebellum, located at the base of the brain. Actors, athletes, surgeons, dancers, and artisans are among the professionals who demonstrate this intelligence in their work. World-renowned examples of this type of intelligence include Rafael Nadal, Michael Jordan, and Messi, among others.

For its development both in the classroom and at home, activities that require physical expression can be carried out, such as dance, theater, group games, field trips, physical games, and sports in general.

Unfortunately, the development of bodily-kinesthetic intelligence is often relegated to a secondary role, as intellectual intelligence is prioritized. It is important to remember that both the body and mind must be cultivated simultaneously, as they complement each other in holistic development.

Musical Intelligence

Musical intelligence is one of the first cognitive abilities to manifest in human beings, even from early stages of life. This form of intelligence encompasses the ability to perceive, distinguish, transform, and express the fundamental elements of music, such as rhythm, pitch, melody, timbre, and the tonal nuances that bring a composition to life. It is not limited to simple auditory appreciation but includes

a broad spectrum of skills: from the sensitivity of a music lover who enjoys a symphony, to the analytical capacity of a music critic who identifies and evaluates the details of a work, to the creativity of a composer who innovates and reinterprets sounds, and the skill of a performer who communicates emotions through an instrument.

Its presence allows one to perceive and express oneself through different musical forms. It involves distinguishing and correctly using the pitch, timbre, and rhythm of a melody. People with well-developed musical intelligence perceive, think, create, and feel through rhythms and melodies.

Children enjoy music even while doing other activities, which facilitates the development of this intelligence, as it can be practiced directly and/or indirectly in conjunction with other intelligences. The center of this intelligence is located in the right temporal lobe of the brain.

It is present in singers, dancers, musicians, and others. Great examples of this intelligence include Beethoven, Mozart, and Bach.

Its potential can be fostered through activities such as singing, whistling, musical performance, the use of background music, the creation of choirs, musical groups, folk ensembles, the study of an instrument, finding music for song lyrics, and so on.

Interpersonal Intelligence

Interpersonal intelligence allows people to interact effectively with others. They are able to recognize and influence the desires, needs, and intentions of others, especially their peers. They think in relation to people, love to lead, organize, mediate, and participate in group activities, enjoy teaching others, are considered role models, and prefer being in a group to being alone.

Those who possess this intelligence are able to discern who is a friend and who is not, based on the security they feel when interacting with others. Its brain location is in the frontal and temporal lobes, especially in the right hemisphere, specifically the limbic system.

Teachers, consultants, salespeople, and politicians need this ability since their work primarily takes place within society. Daniel Goleman, Gandhi, and Mother Teresa of Calcutta are examples of figures who demonstrate a high degree of interpersonal intelligence. Promoting group work, peer evaluation, board games, clubs within the educational institution, social gatherings, sharing with family, even household chores, helps in the development of interpersonal intelligence.

Intrapersonal Intelligence

Intrapersonal intelligence refers to the ability to access one's own feelings, distinguish between them, and use them to guide behavior. It includes the ability to understand one's own strengths and weaknesses, as well as awareness of moods, intentions, motivations, temperaments, and desires, allowing for a deep understanding of oneself and the construction of a coherent and unique identity. (Gardner, H. 2011, p. 239).

Those who possess this intelligence have complete self-mastery and are able to use that knowledge to their advantage, functioning effectively in their environment. It implies being an independent person who prioritizes their own opinion of themselves over that of others. They know their own strengths and weaknesses, and thus learn from their failures and successes. They keep their ideals in mind and strive for them, possessing conviction and consistency in their thoughts and actions.

Intrapersonally intelligent individuals possess a high degree of introspection, which informs their thinking. They enjoy dedicating time to themselves, finding peace and planning their future goals within that space. The center of this intelligence lies in the frontal and parietal lobes, specifically the limbic system. As an emotional intelligence, it is closely linked to interpersonal intelligence.

To foster its development in formal education, students should be encouraged to work in quiet, private spaces where they can reflect. Activities such as individual projects, independent study, individualized games, and journaling are beneficial. In short, any activity that leads to the achievement of personal objectives and goals should be encouraged. Examples of figures who exemplified this intelligence include Plato, Freud, and Buddha.

Naturalistic Intelligence

This intelligence is not described in Gardner's early works, as it was previously considered part of logical-mathematical intelligence. It is closely related to scientific activity, to the need and interest in exploring, touching, measuring, mixing, and being curious about everything related to the world around us. It is the human capacity to understand, interact with, and work with the world around us.

Naturalistically intelligent people prioritize understanding nature and currently feel empathy for it. Biologists, naturalists, gardeners, and botanists exhibit a high level of development of this intelligence. It is probably located in the right hemisphere of the brain and was prominent in figures such as Darwin, Gregor Mendel, and George Washington, among others.

The study of multiple intelligences is not about each person becoming a genius by deeply developing a specific intelligence, but rather about enriching themselves through the development, to a greater or lesser degree, of all of them.

These multiple intelligences highlight the diversity of talents and skills that can be cultivated and valued in the educational process and in everyday life.

Taking this theory into account, this research focuses directly on interpersonal intelligence, which refers to the ability to understand and relate effectively with other people; that is, the ability to communicate, empathize, and work effectively in teams.

However, not all researchers agree with the theory of multiple intelligences and the notion of interpersonal intelligence. Some critics argue that interpersonal intelligence is simply a social skill and not a distinct form of intelligence. Others have questioned the validity and reliability of the measures used to assess interpersonal intelligence (Trujillo, Y., Restrepo, L., & Pedrozo, J., 2023).

Despite these criticisms, interpersonal intelligence remains an important construct in the field of language education and learning. One of the advantages of considering interpersonal intelligence in language teaching is that it can help students develop interpersonal and cultural skills that are essential for effective communication in a second language. Additionally, assessing interpersonal

intelligence can provide valuable insight into students' strengths and weaknesses, which can help educators tailor their teaching and provide more personalized support.

Learning English As A Foreign Language.

Learning English as a foreign language (EFL) is a complex process that involves the development of linguistic, cognitive, and sociocultural skills (DeKeyser, 2017). Learning a foreign language involves not only acquiring grammatical and lexical knowledge but also developing communication skills and understanding the culture and customs of native speakers (Mercer & Gkonou, 2020).

The main objective is to develop students' oral communicative competence, that is, their ability to use the language effectively and appropriately in different contexts and communicative situations (Larsen-Freeman, 2020).

Motivation and attitude toward EFL learning are important factors that can affect the success of the learning process. Students who have a positive attitude towards learning ILE and are motivated to learn it tend to have better performance and greater satisfaction with the learning process (Dörnyei & Ryan, 2015; Mercer & Dörnyei, 2020).

But what is a skill?

A skill can be described as the ability to perform a task or activity effectively and efficiently. For this reason, according to the Spanish Dictionary (2014), it is an “ability, expertise, or mastery in doing something.” Some skills may be natural, others can be acquired through education and training, while others require varying levels of training. However, in all cases, motivation, attention, feedback, and contextualization influence how well a skill can be implemented.

Obviously, acquiring oral proficiency in a second language is a delicate and long-lasting process, as it involves not only grammar and vocabulary, but also the social and cultural norms and conventions of the language. Practice and feedback are essential for success in this area, as students are allowed to test theory in real life and receive constructive criticism on their performance.

Likewise, it should be mentioned that today, the English language is a branch of knowledge that enjoys broad social prestige, due to its association with scientific,

technological, and social development. A student who performs well in this subject is also considered a capable individual with broad prospects for professional development.

Oral Communication Skills

Oral communication skills (speaking) are considered a productive skill, as they involve using language to interact and communicate with other people (Ornelas, 2017, as cited in Cevallos Vélez et al., 2020).

Developing oral skills, both in one's native language and in a foreign language, is a complex and lengthy process that often generates anxiety and frustration in students, as it involves communicating messages accurately, effectively, and appropriately (Macías, 2017, as cited in Cevallos Vélez et al., 2020).

Figure No. 6.

Language development



Source: MJ Mas, 2021.

This oral skill is considered a set of productive skills because it involves the student actively generating and expressing oral language, transforming their thoughts into meaningful messages for interacting with others (correct pronunciation, coherent speech, and the use of relevant vocabulary). Unlike receptive skills such as reading or listening, in this skill, the learner takes on a leading role by constructing sentences and organizing linguistic resources to convey their ideas clearly and appropriately. In this sense, speaking in a foreign language requires not only knowledge of grammar and vocabulary, but also the ability to employ communicative strategies that allow for effective interaction.

Therefore, this productive skill integrates multiple cognitive and linguistic skills necessary for effective interaction. Its teaching must consider strategies to manage these difficulties so that the impact on the academic process is minimal for the student, which will be reflected in superior academic performance.

Relationship between the Development of Interpersonal Intelligence and Oral Communication Skills in English

Interpersonal intelligence, according to Gardner's theory of multiple intelligences (1983), refers to the ability to understand and respond appropriately to the emotions, motivations, and needs of others. In the context of learning English as a second language (L2), this intelligence has been associated with a greater ease in developing oral communication skills, especially in environments where social interaction and emotional management are fundamental.

A qualitative study conducted in Spain, but with pedagogical implications applicable to Latin American contexts, demonstrated that the development of interpersonal and intrapersonal intelligences, as an active learning strategy, enables emotional management and intercultural communication, which contributes positively to the development of communicative sub-competencies and, consequently, to the acquisition of high communicative competence in English (Reunir, 2014). The results of this research, which used an Action-Participation methodology, indicated that students who participated in activities designed to enhance these intelligences showed a significant improvement in their ability to interact orally and negotiate meanings, which reduced communicative anxiety, one of the main obstacles in L2 learning.

In Ecuador, although there are no studies that directly measure the relationship between interpersonal intelligence and oral proficiency in English, recent research has addressed psychological factors that influence the development of oral competence. For example, Maji (2023) analyzed the psychological elements that affect the development of oral skills in English students at the Technical University of Cotopaxi, highlighting that anxiety and lack of confidence are significant barriers. The findings suggest that students with a greater capacity to manage their emotions and establish effective interpersonal relationships

performed better on oral expression tasks, implying an indirect correlation with interpersonal intelligence.

Furthermore, interpersonal intelligence has been identified as a key factor in reducing communicative anxiety. Studies such as those by Arnaiz and Guillén (2012) and Alcántara (1992) have demonstrated that anxiety about oral production is one of the main causes of poor performance in L2. In this sense, interpersonal intelligence acts as a socio-emotional facilitator, allowing students to feel more confident and motivated when communicating in English (Alcántara, 1992; Arnaiz & Guillén, 2012). Integrating activities that promote this intelligence, such as cooperative learning and affective feedback, has proven effective in improving oral proficiency and reducing anxiety (Maji, 2023; Reunir, 2014).

In the pedagogical field, strategies that foster social interaction and empathy, such as pair work and play-based activities, not only reduce anxiety but also promote active participation and consistent language practice, essential elements for developing oral fluency (Maji, 2023).

2.3. Legal framework

English language teaching in Ecuadorian educational institutions is established in various regulations and official documents. One of the earliest examples is the Organic Law on Intercultural Education (LOEI), enacted in 2011. It establishes that education in Ecuador must be bilingual and pluricultural, and that English is one of the priority foreign languages in the education system (National Assembly of Ecuador, 2011).

Subsequently, in 2016, the Ecuadorian Ministry of Education launched the National English Plan, which seeks to improve the quality of and access to English language teaching throughout the country through various strategies and actions (Ministry of Education of Ecuador, 2016). This plan is aligned with the National Development Plan and the United Nations Sustainable Development Goals.

In addition, the Ecuadorian Ministry of Education has issued various regulations and official documents that govern the teaching of English in schools, such as the National English Curriculum, which establishes the objectives, content,

methodologies, and assessments for teaching English at the different levels and modalities of the education system (Ecuadorian Ministry of Education, 2017).

There are also the English Learning Guides, which provide pedagogical guidance and resources for teachers and students in the teaching and learning of English (Ecuadorian Ministry of Education, 2024).

Constitution of the Republic of Ecuador

Art. 27. "Education shall be centered on the human being and shall guarantee their holistic development, within the framework of respect for human rights, a sustainable environment, and democracy; it shall be participatory, compulsory, intercultural, democratic, inclusive, and diverse, of quality and warmth; it shall promote gender equity, justice, solidarity, and peace; it shall encourage critical thinking, art and physical culture, individual and community initiative, and the development of competencies and capacities to create and work."

Organic Law on Intercultural Education

Art. 46. "Educational research is a systematic and planned process that aims to deepen knowledge of the educational reality, in order to improve it. Educational research is free and open to all sectors of the educational community. The State shall promote and support educational research."

CHAPTER III

METHODOLOGY

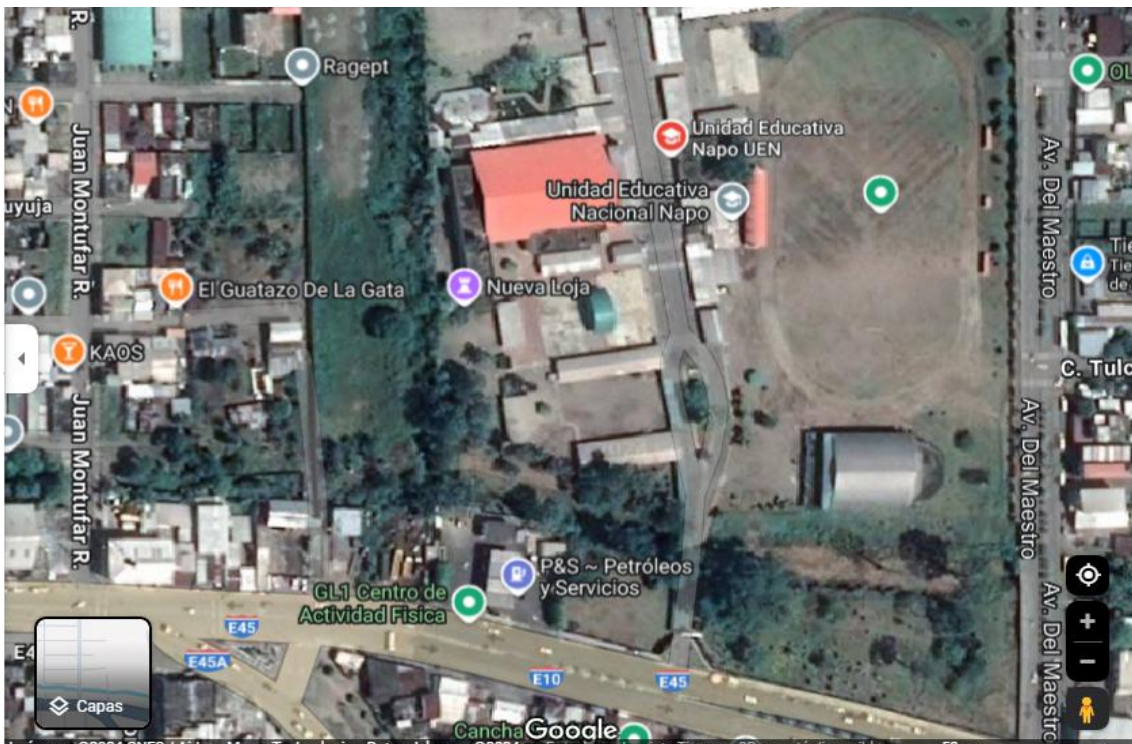
3.1. Description of the Study Area/Study Group

The target population of the study is the "Napo" Educational Unit, Ciudad Nueva Loja, Lago Agrio canton, Sucumbíos Province, located at Km 2 of Vía Quito and Avenida del Maestro. It was established in 1976. It is comprised of more than 3,500 students, distributed across the following categories: Preschool; Elementary, Middle, and Higher Education; Unified General Baccalaureate (BGU); and Technical Baccalaureate in Computer Science and Accounting, as well as 147 teachers who teach these categories.

For this research, a sample of 75 first-year Technical Baccalaureate students and four teachers who taught at that level was selected. The result was a study stratified by age and professional profile.

Figure No. 7

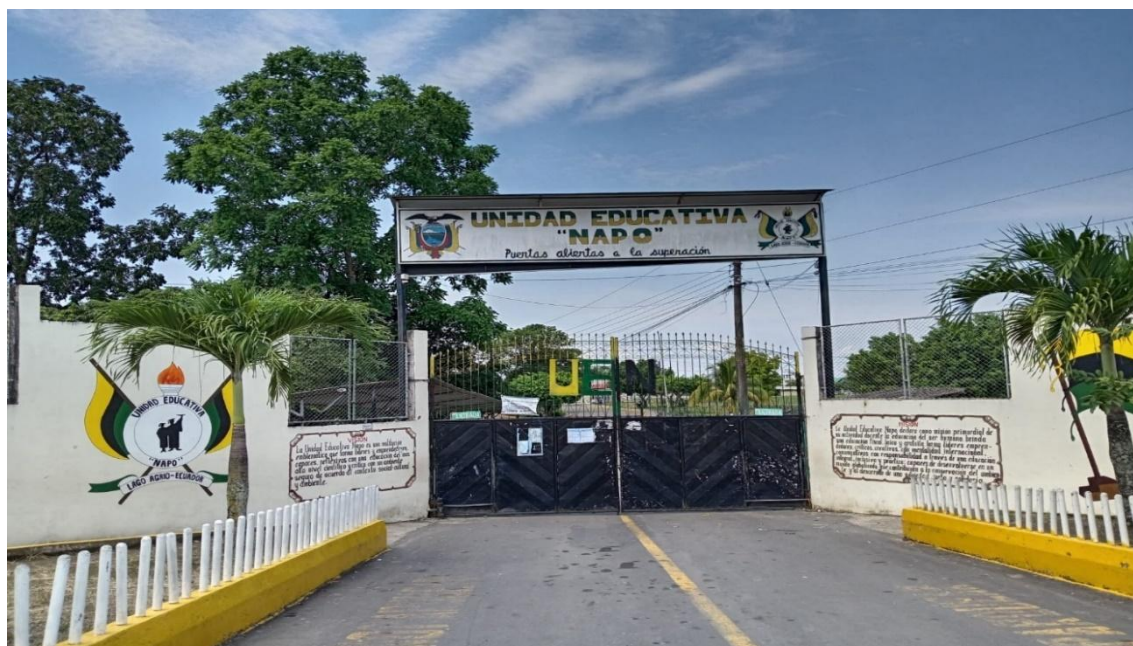
Study Unit Location



Source: Taken from Google Maps (2024)

Figure No. 8

Napo Educational Unit



Source: Taken from Google Maps (2024)

Mission: The "Napo" Educational Unit provides a free, secular, and public education; it trains entrepreneurial, critical, creative, and communicative leaders with responsibility through a comprehensive, inclusive, and practical education. They are capable of functioning in a globalized world and contributing to environmental conservation and the development of a just and caring society.

Vision: The "Napo" Educational Unit is an emblematic, inclusive institution that trains entrepreneurial, critical, and reflective leaders with an education of the highest scientific and ethical standards in a safe environment, in accordance with the sociocultural and environmental context.

3.2. Research Approach and Type

The research is exploratory.

Exploratory research was particularly used in the study of the topic "Multiple Intelligences in the Development of Oral Communicative Skills in English as a Foreign Language in High School Students" because it allowed us to explore a little-known phenomenon and generate new hypotheses. This approach was crucial for gathering valuable information that could improve the teaching and learning process of English as a foreign language (EFL) at this educational level.

A mixed-method approach was proposed, integrating qualitative and quantitative methods to gain a deeper and more complete understanding of EFL learning in high school students. This mixed-method approach was essential for addressing the complexity of the topic, considering Howard Gardner's theory of multiple intelligences. By combining both methods, it was possible to analyze both the measurable and objective aspects of English learning and the subjective perceptions and experiences of students and teachers.

Several techniques were used to collect the necessary data. First, an intelligence test was administered to the students to assess their different types of multiple intelligences according to Gardner's theory. In addition, a self-assessment test on their level of oral proficiency in English was also administered to the students to measure their language ability and progress in language learning. Complementing these quantitative data, semi-structured interviews were conducted with teachers using an interview guide designed to gather qualitative information about their perceptions and practices regarding multiple intelligences and English language teaching.

This research design made it possible not only to identify the students' predominant intelligences and their impact on oral communication skills in English, but also to understand how teachers perceive and apply the theory of multiple intelligences in their teaching practice. The integration of qualitative and quantitative methods provided a comprehensive and detailed view of how multiple intelligences influence English language learning and how they can be used to improve the educational process. Ultimately, this research contributed to generating new hypotheses and pedagogical strategies that can be implemented to optimize the teaching of English as a foreign language at the high school level.

The research design is sequential explanatory.

The research design used was sequential explanatory, allowing for the collection and analysis of quantitative and qualitative data in sequential stages. In this approach, the results of the first stage were used to inform and guide the second stage, providing a deeper and more detailed understanding of the phenomenon studied. This design was particularly well-suited to exploring how multiple

intelligences influence the development of oral communicative skills in English as a Foreign Language (EFL) in high school students.

To conduct this research, various data collection techniques were employed. In the first stage, an intelligence test was administered to the students, with the aim of assessing their different types of multiple intelligences according to Howard Gardner's theory. This test made it possible to identify the students' predominant intelligences and their potential impact on English language learning. In addition, a self-assessment test on the level of oral proficiency in English was also administered to the students to measure their language ability and progress in language learning. These quantitative data provided a solid foundation for understanding students' performance and abilities.

Complementing these quantitative data, in the second stage, semi-structured interviews were conducted with teachers, using an interview guide designed to gather qualitative information about their perceptions and practices related to multiple intelligences and English language teaching. These interviews provided a deeper and more contextualized view of how teachers perceive and apply the theory of multiple intelligences in their teaching practice, as well as the strategies they use to foster the development of oral communication skills in English.

It is important to note that both the tests administered to the students and the interview with the teachers were designed by the author of this work. Their construction took into account the real context and specific needs of the students, as well as the methodological guidance provided by the tutor teacher. Additionally, as part of the validation process, the evaluation conducted by three expert teachers is attached in the appendixes. Their background and experience ensured the relevance and rigor of the instruments before their implementation.

This combination of qualitative and quantitative methods provided a comprehensive and detailed view of how multiple intelligences influence English language learning and how teachers integrate these intelligences into their teaching practices. By using a sequential explanatory approach, the research not only identified students' predominant intelligences and their impact on oral communication skills but also provided a richer and more nuanced understanding

of teaching practices and their effectiveness in the context of English language learning at the secondary school level.

3.3. Definition and Operationalization of Variables

In the context of this research on the problems of English language learning at the "Napo" Educational Unit, the operationalization of variables helps us structure and systematize the data collection, analysis, and interpretation process.

This section details the research variables, their type, dimensions, data collection techniques, instruments used, techniques for processing and analyzing data, and the unit of analysis. This methodological approach ensures that the data collected are valid and reliable, allowing for a deeper understanding of the factors that affect the development of students' oral communication skills in English.

Below is a table of contents summarizing the operationalization of the key variables in this research.

Table No. 1

Operationalization of variables

Research Variable	Variable Type	Dimension	Data Collection Technique	Data Collection Instruments	Data Processing and Analysis Techniques	Unit of Analysis
Multiple Intelligences	Independent Variable	Multiple Intelligences	Content Analysis	Multiple Intelligences Test Interpersonal Intelligence Test	Descriptive Statistical Analysis	High School Students
Oral Communication Skill	Dependent Variable	English Learning	Content Analysis	Self-Assessment Test of Oral Communication Skill	Descriptive Statistical Analysis	High School Students

This research focuses on two main variables: multiple intelligences and oral communication skills in English language learning. Both variables are approached from a qualitative and explanatory perspective, using a descriptive qualitative research design.

The variables considered for the research are: multiple intelligences as the independent variable, defined as a set of cognitive abilities and skills that students possess and that can influence their learning and academic development; and oral communication skills as the dependent variable, which is none other than students' ability to communicate effectively in English, including pronunciation, fluency, coherence, and listening comprehension.

To operationalize these two variables, data collection techniques such as questionnaires, tests, student self-assessments, and semi-structured interviews for teachers in the area were used.

3.4. Procedures

The research procedure was designed to address each specific objective in a systematic and detailed manner, as shown below.

This methodological approach ensures that each phase of the research process contributes significantly to achieving the stated objectives, allowing for a deep and holistic understanding of the phenomenon studied.

Phase 1: Identification of the Level of Interpersonal Intelligence

For this phase, a comprehensive content analysis was conducted to assess the students' level of interpersonal intelligence. This analysis was carried out by administering two expert-validated instruments: the Multiple Intelligences Test and the Interpersonal Intelligence Test. These tests were selected for their ability to accurately and reliably measure students' interpersonal skills. Once the data was collected, a descriptive statistical analysis was performed to identify and categorize the levels of interpersonal intelligence present in the sample. This analysis not only provided a clear view of the students' interpersonal skills, but also served as a basis for implementing personalized teaching strategies in subsequent phases.

Phase 2: Determining Oral Communication Skills

In this phase, a specific content analysis will be conducted to assess the students' oral communication skills in English. To do this, a Self-Assessment Test of Oral Communication Skills, previously validated by experts in the fields of applied linguistics and education, will be used. This test will allow students to reflect on their own communication skills and provide an authentic and contextualized assessment of their oral proficiency. Subsequently, a descriptive statistical analysis of the data obtained will be conducted to determine the levels of oral communication skills present in the sample. This analysis will be crucial for identifying areas of strength and weakness in the students' oral communication, which will, in turn, guide the development of effective teaching strategies in the next phase.

Phase 3: Proposed Teaching Strategies

Finally, in this phase, teaching strategies will be proposed that promote the development of interpersonal intelligence and, consequently, improve students' oral communication skills in English. These strategies will be designed to be implemented by both students and teachers, fostering a collaborative and participatory learning environment. The strategies will include interactive activities, role-playing games, debates, and simulations, among others, to create authentic opportunities for the practice and development of communication skills. In addition, teachers will be provided with training and resources so they can effectively integrate these strategies into their daily teaching practice. This phase not only seeks to improve students' language skills but also to enrich the teaching-learning process, benefiting the entire educational community.

3.5. Bioethical Considerations

Scientific research and any other human activity are based on ethical principles that give them their specifically human character. When collecting information for this study, it is essential to apply the bioethical principles that govern research to ensure that it complies not only with the technical requirements but also with the premises of respect for the principles of beneficence, non-maleficence, autonomy, and justice. It is unjustifiable to propose research that does not provide

a benefit to people or contribute significantly to knowledge. Diverse interests can generate ethical conflicts in research, as well as problems related to falsification, plagiarism, and other issues surrounding authorship and the publication of the results obtained. For the application of research instruments such as interviews, surveys, observation forms, among others, the absolute confidentiality of the participants' data will be maintained in order to protect their privacy and respect their autonomy.

CHAPTER IV

RESULTS AND DISCUSSION

4.1. Results of the Multiple Intelligence Test, Student Survey, and Teacher Interview

After administering an intelligence test designed to obtain information on the independent variable of this research, aimed at first-year students of the Technical Baccalaureate in Accounting at the "Napo" Educational Unit, the results were tabulated. The data obtained for each variable are presented below.

Phase 1. Identification of the Level of Interpersonal Intelligence in the Development of English as a Foreign Language in First-Year Technical Baccalaureate Students

In this phase, different instruments were administered to both students and teachers, distributed as follows:

- **Multiple Intelligence Test**

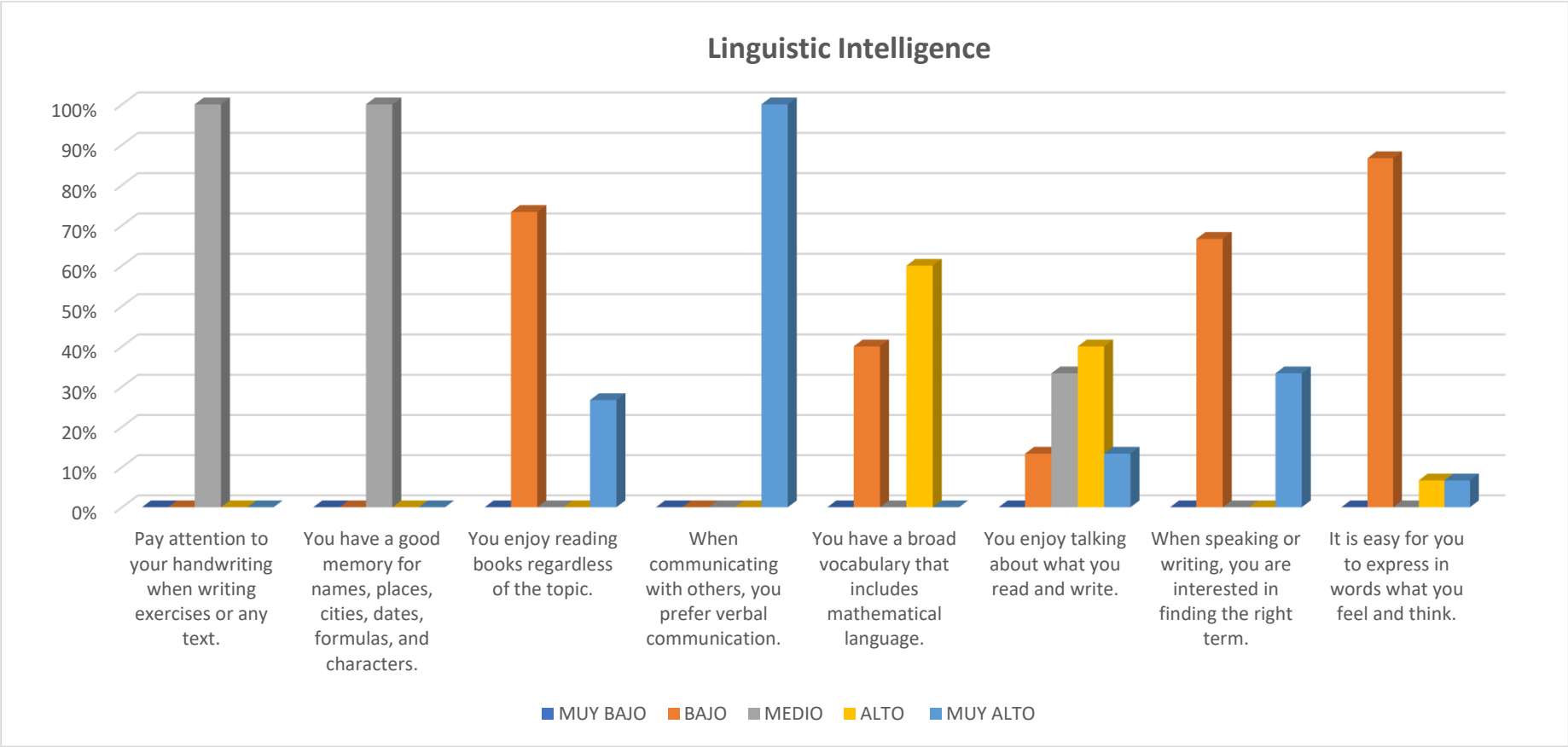
For the research, an intelligence test was used. This test shows the main conditions that characterize each of the multiple intelligences and measures their degree of manifestation in the student's daily behavior in society, at the educational institution, and at home.

It should be noted that intelligences cannot be quantified; what can be evaluated is their manifestation in different human activities.

The manifestation of each intelligence was analyzed, taking into account several aspects of each.

Figure No. 09

Linguistic Intelligence



Source: Prepared by the author, 2025.

The overall level of linguistic intelligence in students is average, as an analysis of the results shows that a higher percentage of students display one or more characteristics at this level.

However, despite the fact that this intelligence appears to be at an average level, there are some very concerning traits, such as attachment to the text, vocabulary, interest in using appropriate terms, and verbal expression. These aspects deserve significant attention from teachers.

But the most concerning of all is attachment to the text, as we see that 73.3% of students display low attachment to the text, equivalent to almost three-thirds of the population.

Meanwhile, 75% of students, corresponding to three-thirds of the population, display a very high level of verbal communication.

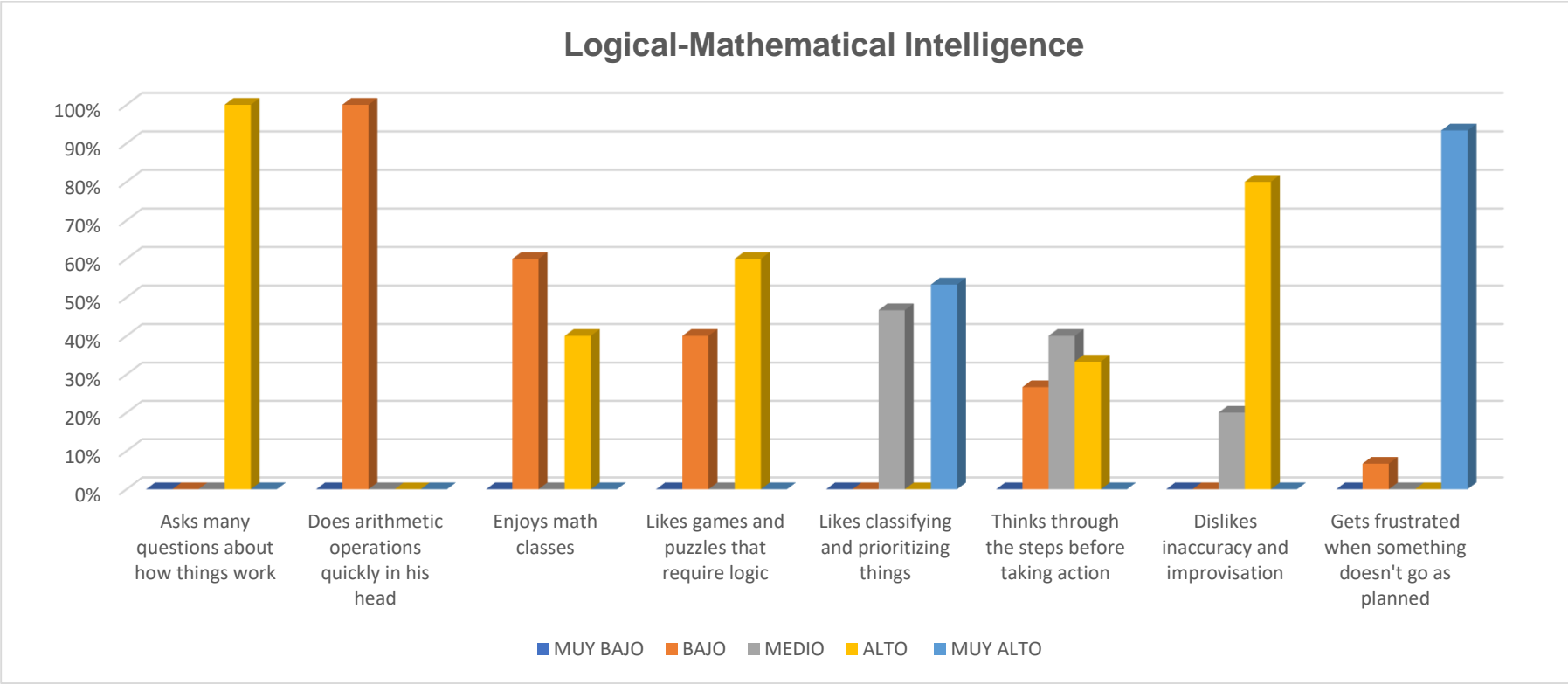
According to Howard Gardner (1983), who developed the theory of multiple intelligences, "Linguistic intelligence is the ability to use words effectively, either orally or in writing." This theory suggests that there is not a single form of intelligence, but rather multiple types that vary among individuals.

The results presented in the table show significant variability in levels of linguistic intelligence among individuals. This reinforces the idea that intelligence is not a monolithic construct, but varies in different dimensions and among different people. The diversity in levels of linguistic intelligence can be influenced by factors such as education, environment, and personal experiences.

It is important to recognize and value these differences in order to foster an educational and social approach that respects and enhances diverse intelligences. This not only enriches individual learning but also promotes a more inclusive and equitable society.

Figure No. 10

Logical-Mathematical Intelligence



Source: Prepared by the author, 2025.

Although the average percentage of logical-mathematical intelligence appears high, some aspects should be the primary concern of teachers and institutions, as they present a low and worrying level. These aspects include: the operationalization of the concepts studied, assertiveness, and prior preparation. Most worrying is the low level of operationalization of the concepts by 100% of those studied.

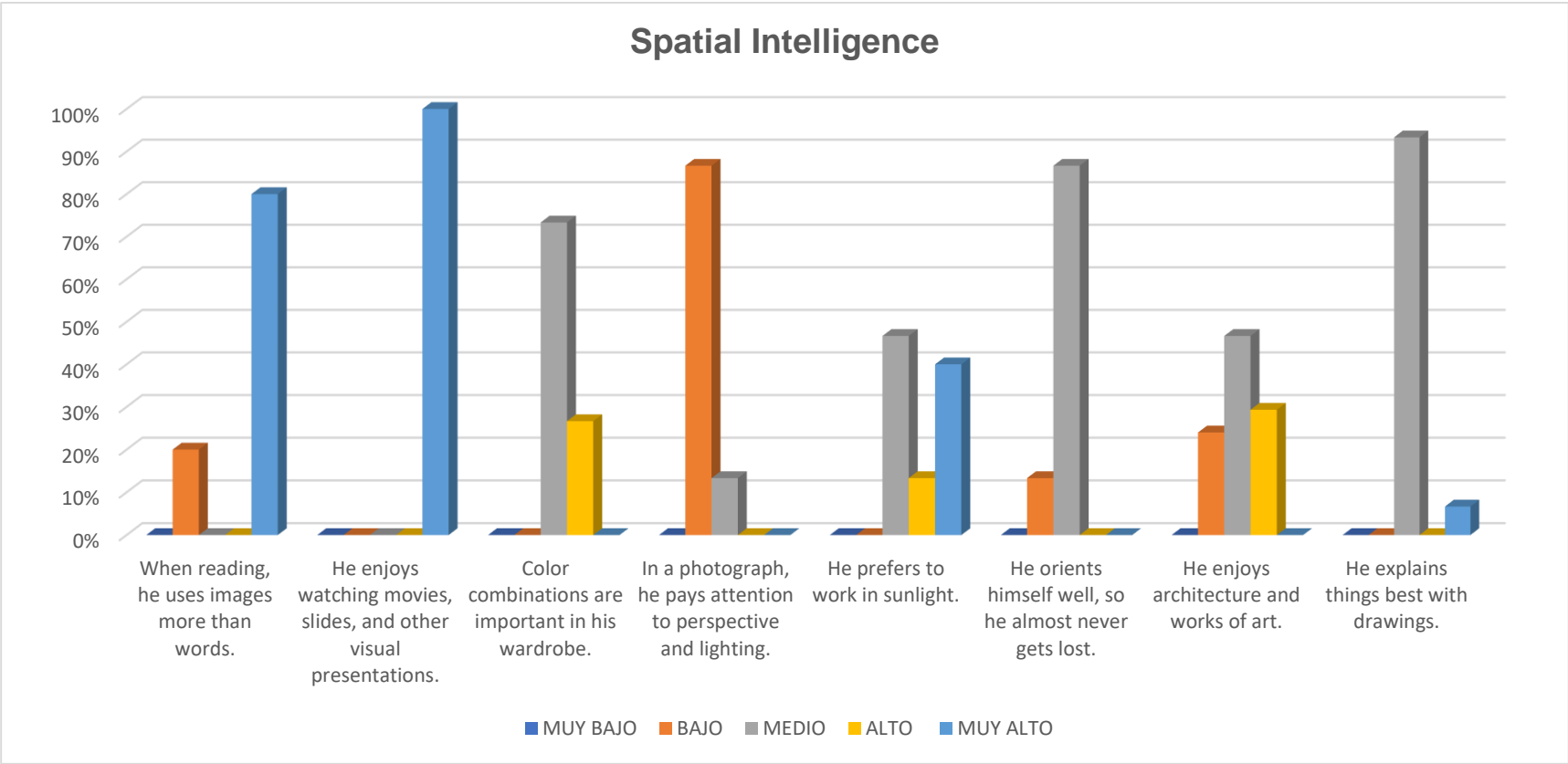
However, 100% of the students display a strong investigative spirit and curiosity to understand their surroundings, which shows that logical-mathematical intelligence must be appropriately guided to achieve good results.

To support the importance of operationalizing concepts and assertiveness in education, we can cite the work of Howard Gardner, known for his theory of multiple intelligences. In his book, *Frames of Mind: The Theory of Multiple Intelligences* (1983), Gardner argues that intelligence is not a single entity, but rather is composed of multiple intelligences, including logical-mathematical intelligence. Gardner emphasizes the importance of teaching in a way that encourages the practical application of knowledge and the development of effective communication skills (Gardner, 1983).

On a personal note, it should be noted that high levels of this intelligence are not necessarily associated with good academic performance in mathematics, especially when this ability is not well directed or motivated. The fact that 100% of students display a strong investigative spirit and curiosity is a very positive point. This indicates that students have the potential to be active and engaged researchers. However, this curiosity must be appropriately guided for it to translate into tangible academic and professional results. In conclusion, although students demonstrate a high level of logical-mathematical intelligence, it is essential to address the identified areas of weakness to improve their academic and professional performance. Implementing strategies that foster the operationalization of concepts, assertiveness, and prior preparation, along with properly guiding their investigative spirit, can lead to significantly better results.

Figure No. 11

Spatial Intelligence



Source: Prepared by the author, 2025.

The manifestation of spatial intelligence in students is generally average, as they only partially exhibit its characteristics.

However, there is one worrying characteristic that is poorly expressed and needs to be worked on for its further development: the appreciation of aesthetic and spatial characteristics.

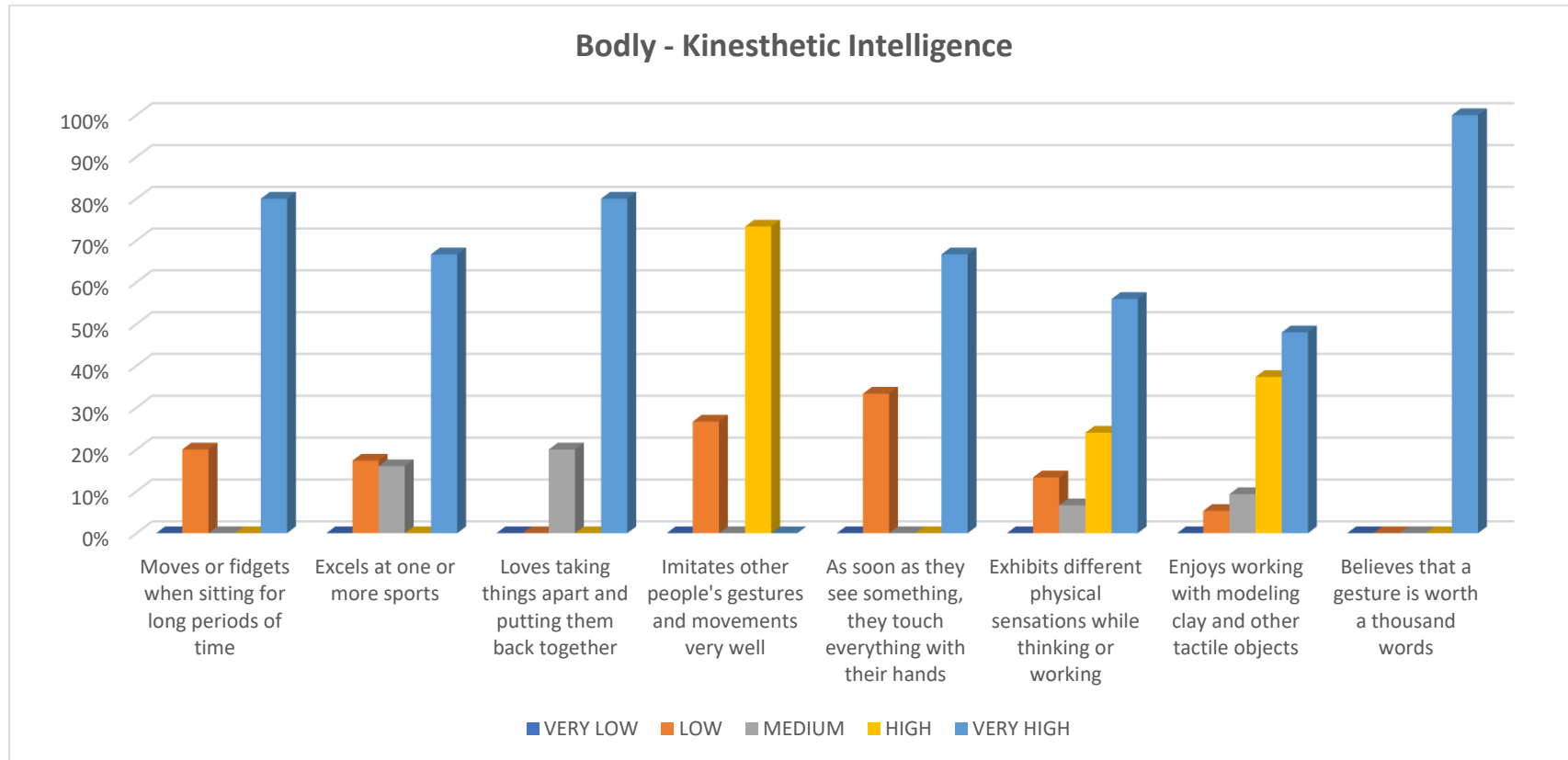
On the other hand, it should be noted that a very high level of spatial projection is present in 100% of the population, while 80% of students have a very high level of development in their imagination.

Regarding this intelligence, the creator of this theory emphasizes the importance of teaching in a way that fosters aesthetic appreciation and the ability to visualize and manipulate objects in space (Gardner, 1983). This perspective is based on the idea that intelligence is not a single entity, but rather is composed of multiple types of intelligence, each with its own characteristics and abilities.

Although students demonstrate an average level of spatial intelligence and excel in areas such as spatial projection and imagination, addressing the appreciation of aesthetic and spatial characteristics is essential to enhance their overall development. Implementing activities and methodologies that foster this appreciation can significantly contribute to their academic and personal growth. This can include artistic activities, museum visits, and projects that require the observation and analysis of aesthetic and spatial characteristics.

Figure No. 12

Bodily-Kinesthetic Intelligence



Source: Prepared by the author, 2025.

Bodily-kinesthetic intelligence appears to be highly developed, as it displays a high degree of the characteristics of kinesthetic intelligence in its actions.

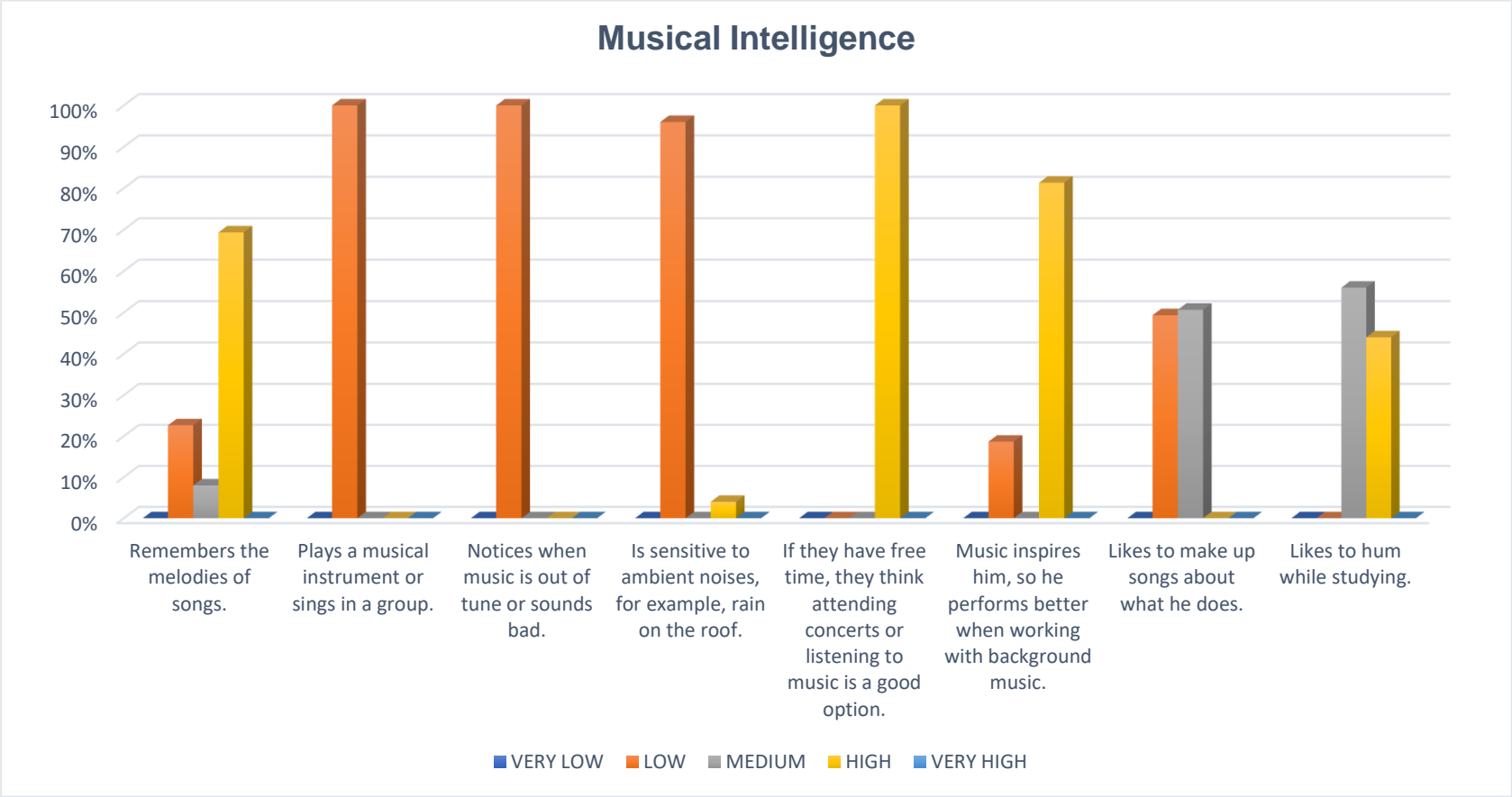
This is evident in 100% of students, who best express their ideas and feelings through gestures. And in 80% of them, those who participate in one or more sports activities.

To support the importance of bodily-kinesthetic intelligence and its development in education, we can cite the work of Thomas Armstrong. In his book *Multiple Intelligences in the Classroom* (2000), Armstrong expands on Gardner's ideas and provides practical strategies for integrating multiple intelligences in the classroom. Armstrong emphasizes the importance of recognizing and fostering bodily-kinesthetic intelligence, highlighting that students who are strong in this area can benefit greatly from activities that involve movement and physical coordination (Armstrong, 2000). Gardner also emphasizes the importance of teaching in a way that fosters effective use of the body and physical coordination, as well as the ability to communicate through movement (Gardner, 1983).

However, aspects such as body activity, sports practice, structural framing, gestures, better use of the sense of touch, and structural modeling require attention in a small percentage of students. Although most students display a high level of body-kinesthetic intelligence, it is essential to address these specific areas to ensure comprehensive development. Implementing activities that encourage body activity and sports practice can improve students' physical health and overall well-being. Furthermore, incorporating projects that require the construction and modeling of structures can help students develop practical skills and better utilize their sense of touch. In short, although students display a high level of body-kinesthetic intelligence, it is crucial to continue working on specific areas to ensure their well-rounded and balanced development.

Figure No. 13

Musical Intelligence



Source: Prepared by the author, 2025.

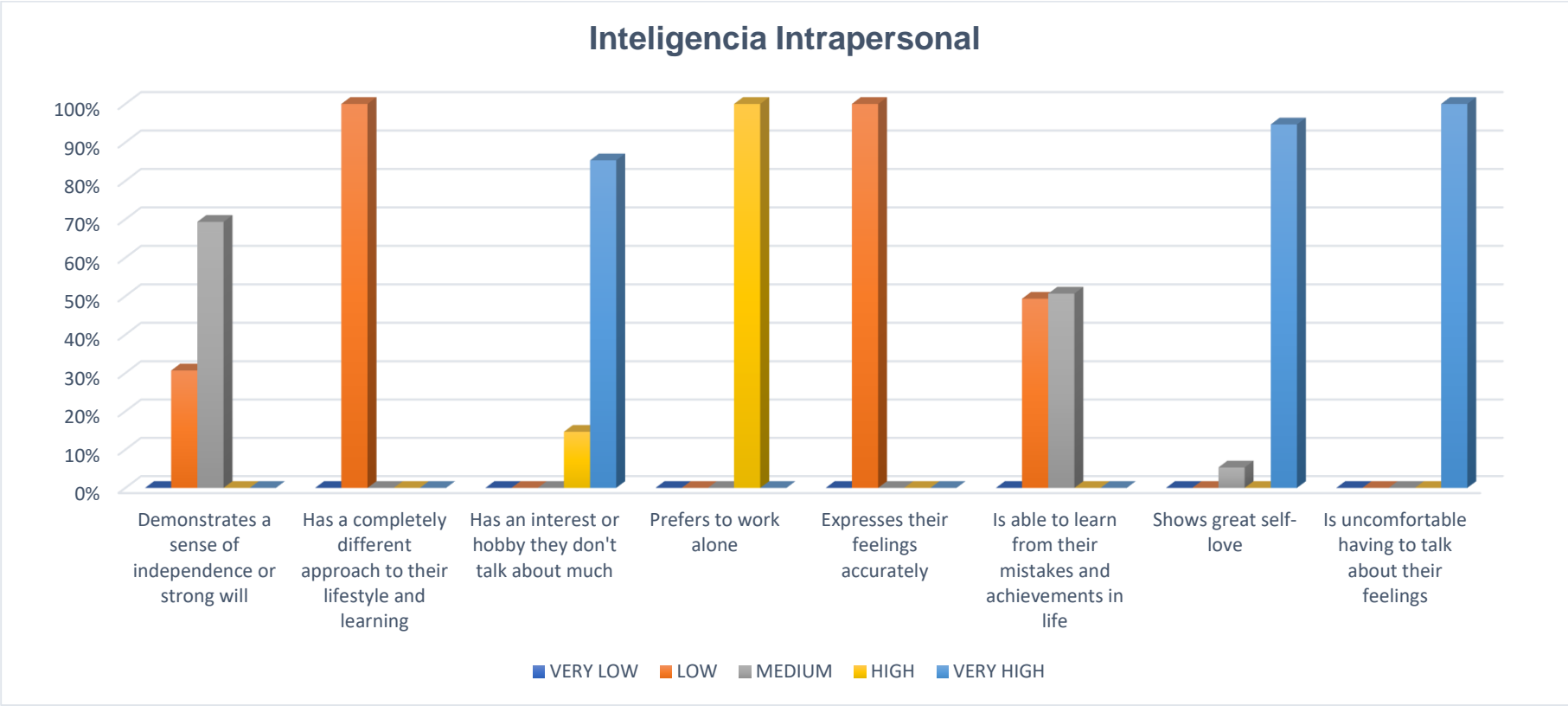
The manifestation of musical intelligence in students is generally low, as some of its characteristics are not significantly present. Specifically, music production through instruments or vocally, as well as appreciation of the different components of music, showed a low level of manifestation in all of the students analyzed. These aspects deserve special attention within comprehensive educational development. However, musical appreciation as entertainment and a means of relaxation was evident in 100% of the students, suggesting that, although they are not actively producing music, they have a high capacity to enjoy and appreciate music in their daily lives.

Laura Cirelli and her colleagues, in their 2021 study, explore how music education can influence students' cognitive and social development. In their article "Interpersonal synchrony in a group music intervention for children with autism: Behavioral and neural correlates," published in *Frontiers in Psychology*, the authors argue that music education not only improves musical skills but also has a positive impact on other areas of cognitive and social development, including interpersonal synchrony and communication skills (Cirelli, Einarson, & Trainor, 2021).

To address these deficiencies, it is crucial to implement educational strategies that foster musical production and understanding of its components, as well as address deficiencies in students' musical intelligence through the implementation of comprehensive pedagogical programs, teacher training, the incorporation of technology, collaboration with cultural institutions, and ongoing assessment. These strategies can help fully develop students' musical abilities, contributing to their cognitive, emotional, and social growth. Furthermore, it is important to provide students with opportunities to explore and experiment with music in practical and creative ways.

Figure No. 14

Intrapersonal Intelligence



Source: Prepared by the author, 2025.

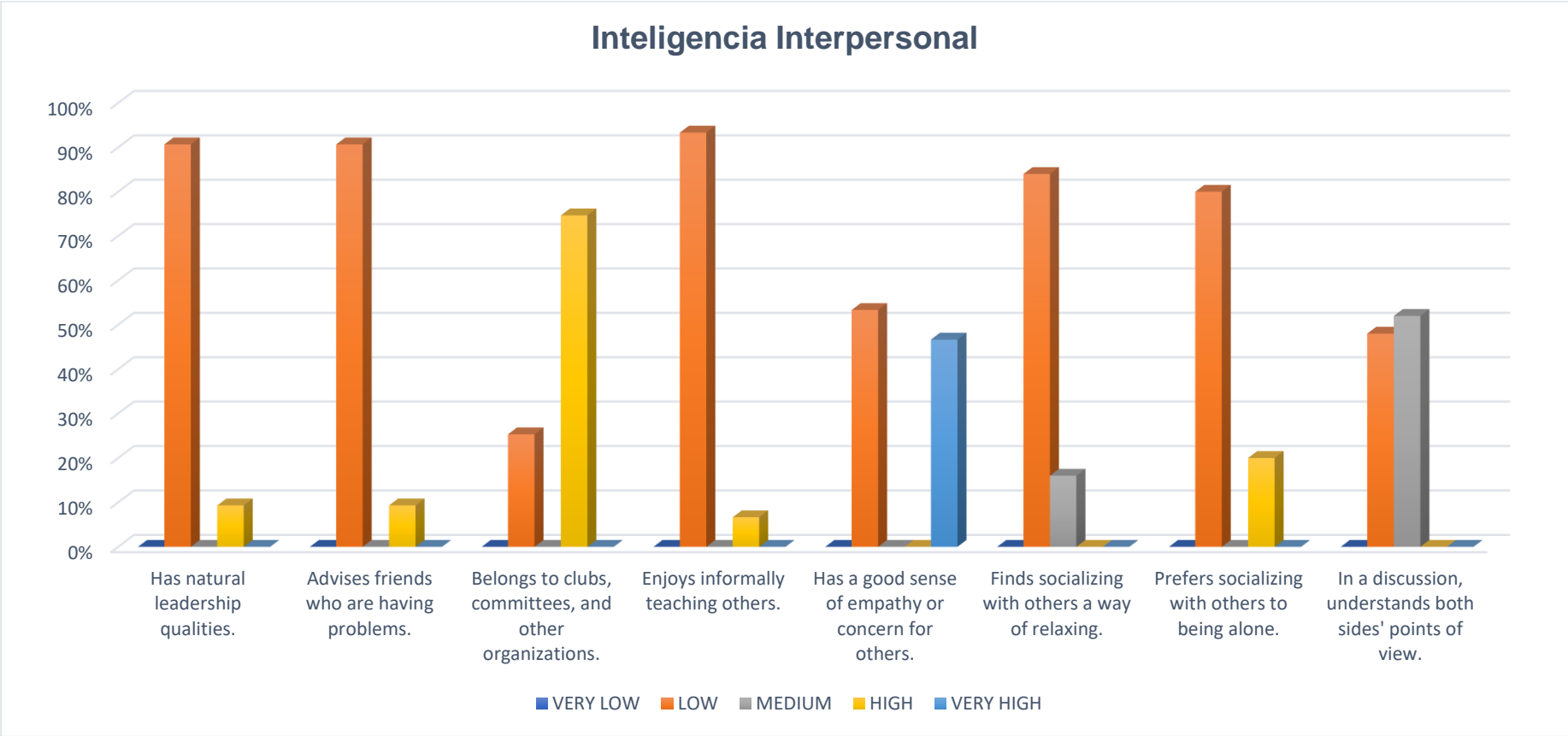
The graph shows that certain characteristics predominate over others in students' behavior, making it difficult to establish a general level of development of intrapersonal intelligence. A particularly worrying finding is that 100% of students show a very high level of resistance to sharing their feelings. This reluctance to express emotions can have significant implications for their emotional well-being and interpersonal relationships.

Furthermore, it is observed that more than four-fifths of the student body have a very high self-esteem. Although high self-esteem is generally positive, it is crucial to ensure that this appreciation is based on realistic self-knowledge and not on an overestimation of their abilities. All students have a low level of individuality and try not to talk about themselves, which demonstrates a high degree of ignorance about themselves, their abilities, and how to leverage them. This ignorance can limit their personal and professional development, as well as their ability to make informed and effective decisions. To support the importance of intrapersonal intelligence and its development in education, we can cite the work of Case Western Reserve University (2024), which addresses the relevance of emotional regulation in teamwork. In its article "Tips for High-Impact Teamwork: Practical Approaches for Emotional Regulation—Part I," the university highlights how emotion management can improve team collaboration and performance. This is in reference to the work of Susan David and Christina Congleton, who in their article "Emotional Agility" (2021) discuss how understanding and managing one's emotions can improve well-being and performance. David and Congleton argue that emotional agility, which includes the ability to recognize and manage one's emotions, is crucial for personal and professional development (David & Congleton, 2021).

Therefore, it is essential to address deficiencies in the development of students' intrapersonal intelligence by implementing self-awareness programs, encouraging emotional expression, developing individuality, and providing emotional education. These strategies can help students develop a deeper understanding of themselves, express their emotions in healthy ways, and better utilize their abilities, contributing to their personal and professional growth.

Figure No. 15

Interpersonal Intelligence



Source: Prepared by the author, 2025.

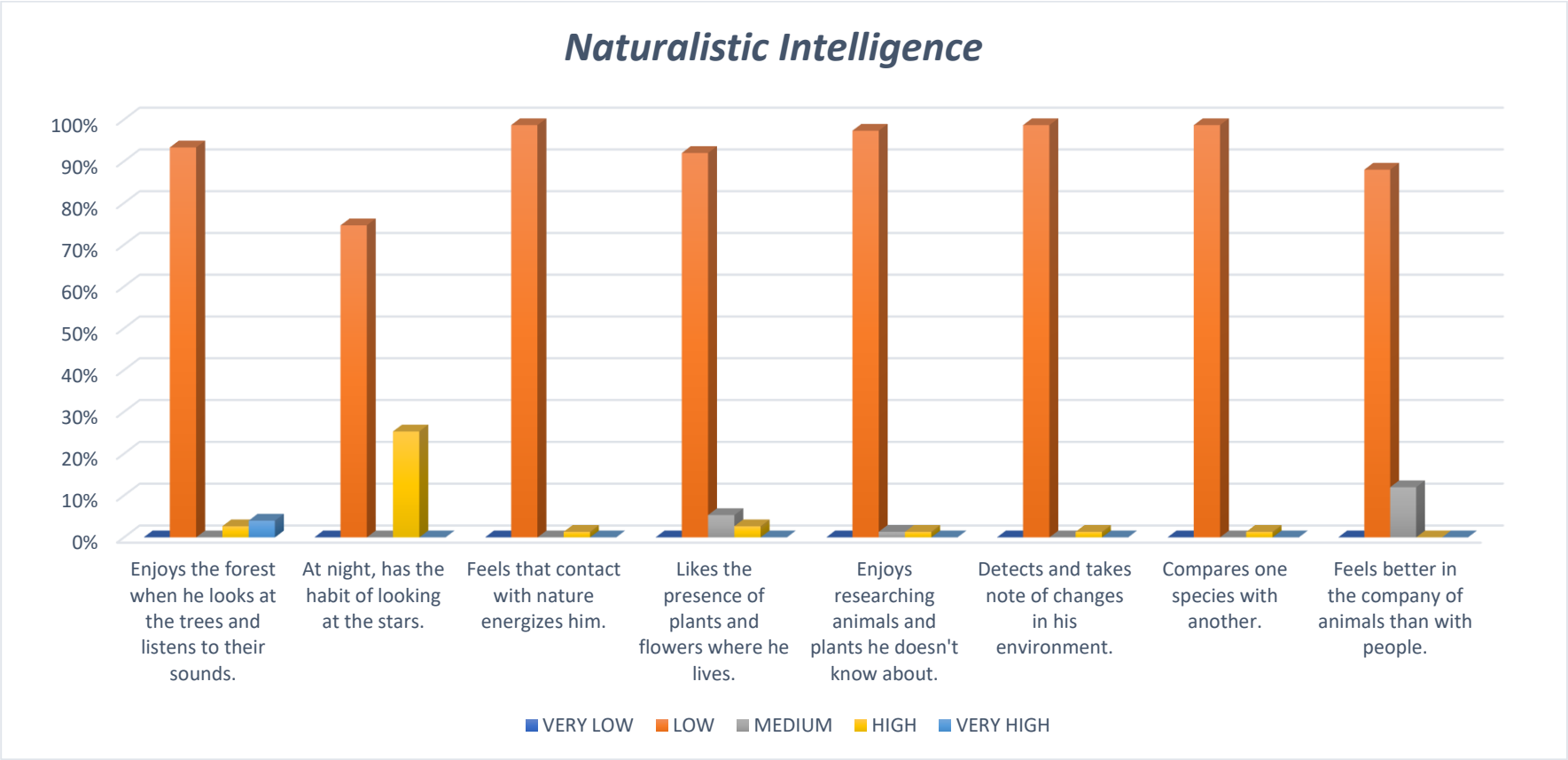
Overall, the development of interpersonal intelligence in students is low. It is worrying that more than 90% of students show low development in essential characteristics such as leadership, influence on others, and instructional ability. In the assessment of this intelligence, only one of the characteristics assessed, empathy, shows a very high level of manifestation in 46.7% of students; this level is absent in the other characteristics. The results analyzed show that interpersonal intelligence urgently needs to be worked on, since, as human beings are social beings, they require capacities that help them coexist in their context. There is no better place to acquire and develop these skills than within the educational system.

In this regard, the work of Daniel Goleman can be cited. In his book "Emotional Intelligence: Why It Can Matter More Than IQ" (2020), Goleman discusses how emotional intelligence and interpersonal intelligence are crucial for success in life. Goleman argues that the ability to understand and manage one's own and others' emotions is essential for social interaction and professional success (Goleman, 2020).

Therefore, it is crucial to address these deficiencies in the development of students' interpersonal intelligence. Interpersonal intelligence is essential for social interaction and success in various areas of life, including both professional and personal life. Lack of interpersonal skills can lead to difficulties in communication, collaboration, and conflict resolution, which in turn can negatively impact students' emotional well-being and academic performance.

Figure No. 16

Naturalistic Intelligence



Source: Prepared by the author, 2025.

The graph shows that the development of naturalistic intelligence in students is low, as they display very few characteristics of naturalistic intelligence. It is worrying that the love of nature is relegated to the background or, worse still, ignored within homes and schools. Thus, more than 90% of students show a low level of development of this intelligence, mainly in aspects such as appreciation, propagation, and conservation of nature, and knowledge and concern for the changes occurring within their context. The most worrying aspects are appreciation of the environment, concern for the changes that have occurred and their participation in them, as well as appreciation for every living creature.

To support the importance of naturalistic intelligence and its development in education, we can cite the work of Howard Gardner, who, in his book "Frames of Mind: The Theory of Multiple Intelligences" (1983), introduced the concept of naturalistic intelligence. Gardner argues that the ability to understand and appreciate the natural world is a form of intelligence that should be valued and developed. A study conducted by Sánchez Sánchez et al. (2022) explored the impact of naturalistic intelligence on the academic performance of early childhood education students. The researchers found that, despite limitations, teachers develop activities where students can actively participate, in direct contact with nature, with outdoor games, recreational activities, and using environmental elements to foster naturalistic intelligence. Students who manage to develop this intelligence improve in the teaching-learning process, as they relate what they learn in nature to other subjects of study, thus improving their academic performance.

Therefore, it is necessary to address these deficiencies in the development of students' naturalistic intelligence. Naturalistic intelligence is essential for fostering a deep connection with the natural environment and for developing an ecological awareness that is essential for the sustainability of the planet. A lack of appreciation for nature can lead to a disconnection from the environment, which in turn can have negative consequences for both personal well-being and the health of the planet.

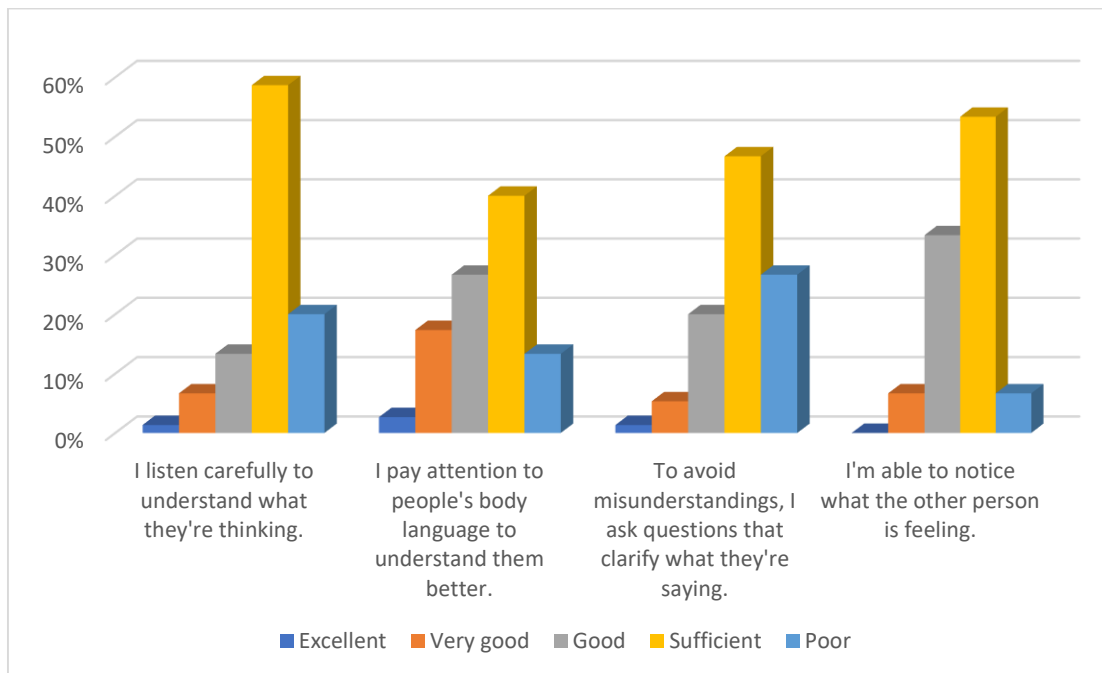
- **Personal Intelligence Test**

This test will analyze the results obtained from administering a personal skills test to a sample of 75 high school students. This test is designed to assess various interpersonal skills, such as: ability to understand others, the ability to express ideas and feelings, the ability to define needs, the ability to exchange opinions and reactions, the ability to influence others, the ability to resolve conflicts, and the ability to change course.

The sum of the scores obtained for each statement provides a comprehensive view of the participants' personal skills. This analysis will identify patterns and trends in the interpersonal skills of the sample studied, as well as potential areas for improvement and notable strengths.

Figure No. 17

Interpersonal Skill No. 1. How would you rate your ability to understand people?



Source: Prepared by the author, 2025.

The interpersonal skill assessed in this research focuses on students' ability to understand people, a crucial aspect in the development of social and emotional competencies. The assessment reveals that, overall, most students display moderate ability, with skills ranging from sufficient to good in most of the items analyzed. However, areas of concern are identified, such as attentive listening

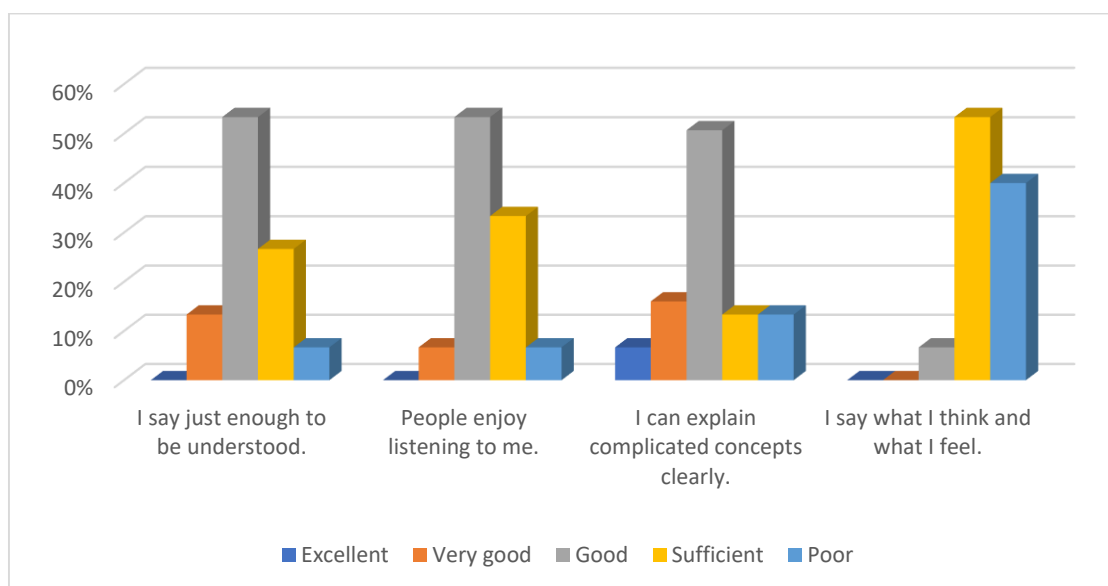
and the ability to ask clarifying questions, where a significant percentage of students are considered deficient. These results underscore the need to implement specific educational strategies to improve these interpersonal skills, in order to foster better understanding and communication in their social interactions.

According to an article by Asana (2024), active listening is one of the best ways to develop interpersonal relationships and establish closer connections, especially with team members. This skill is a key part of conflict resolution, problem-solving, and constructive criticism. Active listening involves paying full attention to what the other person is saying, without planning what to say or interrupting, which develops more effective communication skills.

Interpersonal skills are essential for students' academic and personal success. The ability to understand and relate to others not only improves the school environment but also prepares students to face challenges in their future lives, both professionally and personally. Attentive listening and the ability to ask clarifying questions are essential components of effective communication and are skills that should be developed from an early age.

Figure No. 18

Interpersonal Skill No. 2. How would you rate your ability to express your ideas and feelings clearly?



Source: Prepared by the author, 2025.

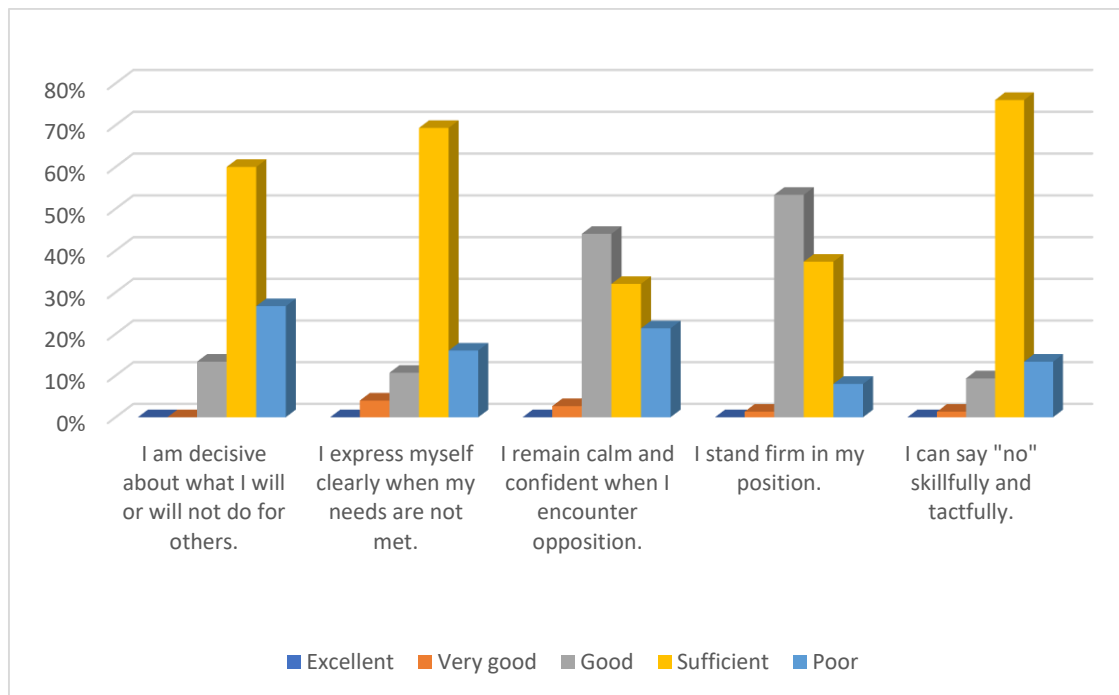
The assessment of students' communication skills reveals that, overall, most students have moderate ability in several areas. Regarding saying just enough to be understood, 53% of students considered themselves good, while 27% considered themselves sufficient, and 13% very good. Regarding the perception that people enjoy listening to them, 53% considered themselves good and 33% sufficient. Regarding the ability to explain complicated concepts clearly, 51% considered themselves good and 16% very good. However, in expressing thoughts and feelings, 53% considered themselves sufficient and 40% considered themselves deficient, indicating significant difficulty in this area. These results underscore the need to implement specific educational strategies to improve students' ability to express their thoughts and feelings effectively, as well as to strengthen their overall communication skills.

Furthermore, the ability to clearly express ideas and feelings is essential for effective communication. A study by Pearson (2023) highlights that interpersonal skills, such as communication and empathy, are crucial for academic and professional success. The authors argue that these skills enable students to build stronger relationships and resolve conflicts effectively, which is critical in an increasingly collaborative educational and work environment.

Consequently, the ability to clearly express ideas and feelings is essential for students' holistic development. This skill not only improves interpersonal communication but also has a positive impact on emotional well-being and academic performance. Deficiencies in this area, as the results show, can lead to a lack of mutual understanding and difficulties in building healthy relationships.

Figure 19

Interpersonal Skill 3. How would you rate your ability to define your needs?



Source: Prepared by the author, 2025.

The assessment of students' assertiveness and self-confidence skills shows significant variations in different areas. Regarding being decisive about what they will or will not do for others, 60% of students consider themselves sufficient, while 27% consider themselves deficient, and only 13% good. Regarding expressing themselves clearly when their needs are not met, 69% consider themselves sufficient, 16% deficient, 11% good, and 4% very good. Regarding the ability to remain calm and confident in the face of opposition, 44% consider themselves good, 32% sufficient, and 21% deficient. Regarding standing firm, 53% consider themselves good and 37% sufficient. Finally, regarding the ability to say "no" skillfully and tactfully, 76% consider themselves sufficient, 13% deficient, and 9% good. These results indicate that, although students demonstrate some proficiency in some areas, there is a significant need for improvement in clearly expressing needs and in the ability to say "no" effectively.

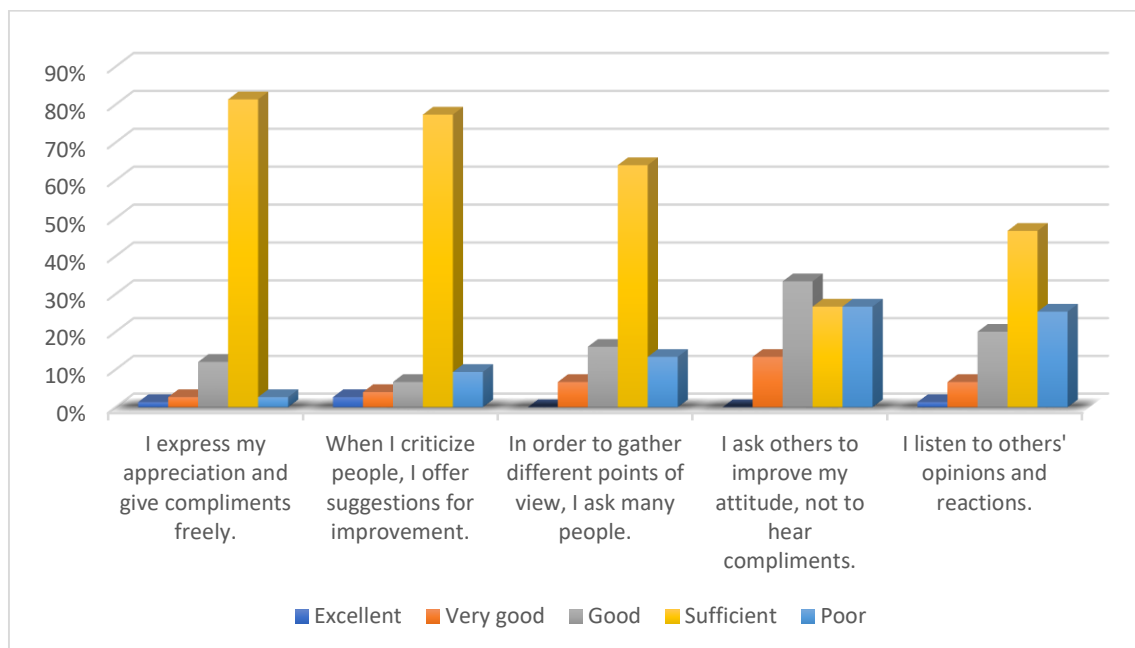
These results indicate that, although students demonstrate some proficiency in some areas, there is a significant need for improvement in clearly expressing needs and in the ability to say "no" effectively. In summary, the data indicate that,

although students demonstrate some proficiency in some interpersonal skills, there are specific areas that require educational and personal development interventions to improve their assertiveness and self-confidence. Implementing training programs and workshops focused on these skills could have a significant positive impact on students' well-being and success (García, 2024).

Therefore, these findings underscore the importance of implementing specific training programs and workshops that address these interpersonal skills. Assertiveness and self-confidence are essential components for students' emotional well-being and academic and professional success. By providing effective tools and strategies to enhance these skills, educational institutions can significantly contribute to students' holistic development.

Figure No. 20

Interpersonal Skill No. 4. How would you rate your ability to exchange opinions and reactions?



Source: Prepared by the author, 2025.

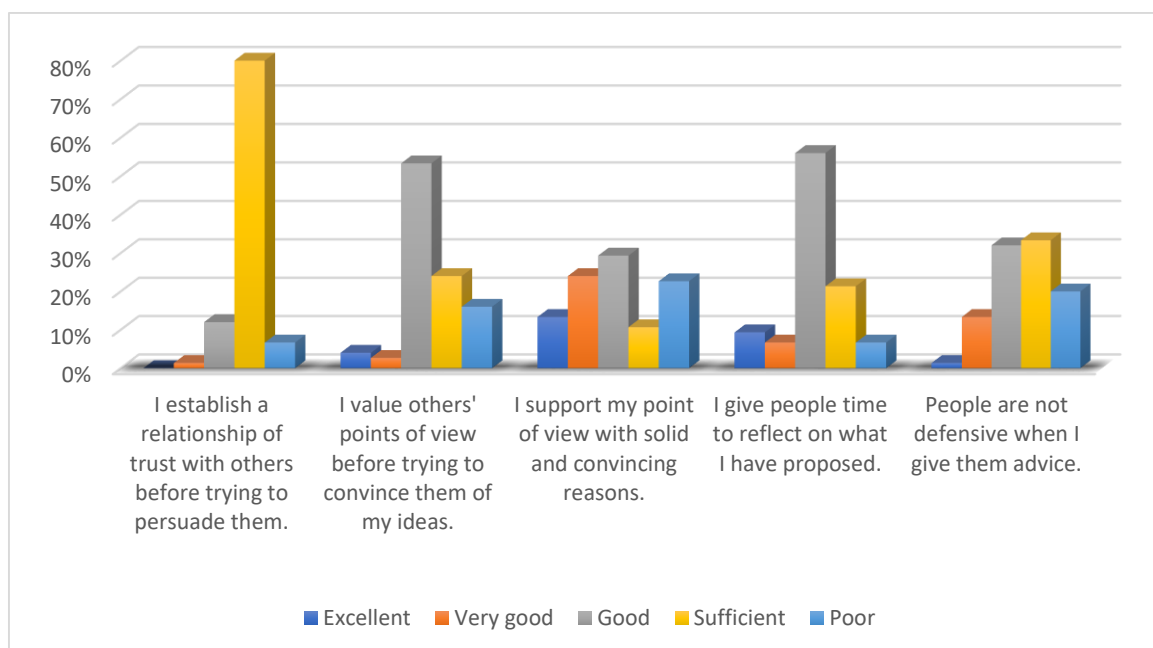
The assessment of students' interpersonal and communication skills reveals varying levels of proficiency in different areas. Regarding expressing appreciation and complimenting people without difficulty, 81% of students considered themselves sufficient, while 12% considered themselves good, and only 3%

considered themselves excellent or very good. Regarding offering constructive suggestions when criticizing others, 77% considered themselves sufficient, 7% good, and 4% very good. Regarding the ability to gather diverse points of view by asking multiple people, 64% considered themselves sufficient, 16% good, and 7% very good. Regarding asking others to improve their attitude, 27% considered themselves sufficient, 33% good, and 13% very good. Finally, regarding the ability to listen to the opinions and reactions of others, 47% considered themselves sufficient, 20% good, and 7% very good. These results indicate that, although students demonstrate some proficiency in some areas, there is a significant need for improvement in expressing appreciation and offering constructive criticism.

While students have a solid foundation in interpersonal skills, there is significant room for improvement, especially in expressing appreciation and offering constructive criticism. Implementing personal development programs and communication skills workshops could be an effective strategy for raising these proficiency levels, thus contributing to a more cohesive and collaborative educational environment.

Figure No. 21

Interpersonal Skill 5. How would you rate your ability to influence what others think and do?

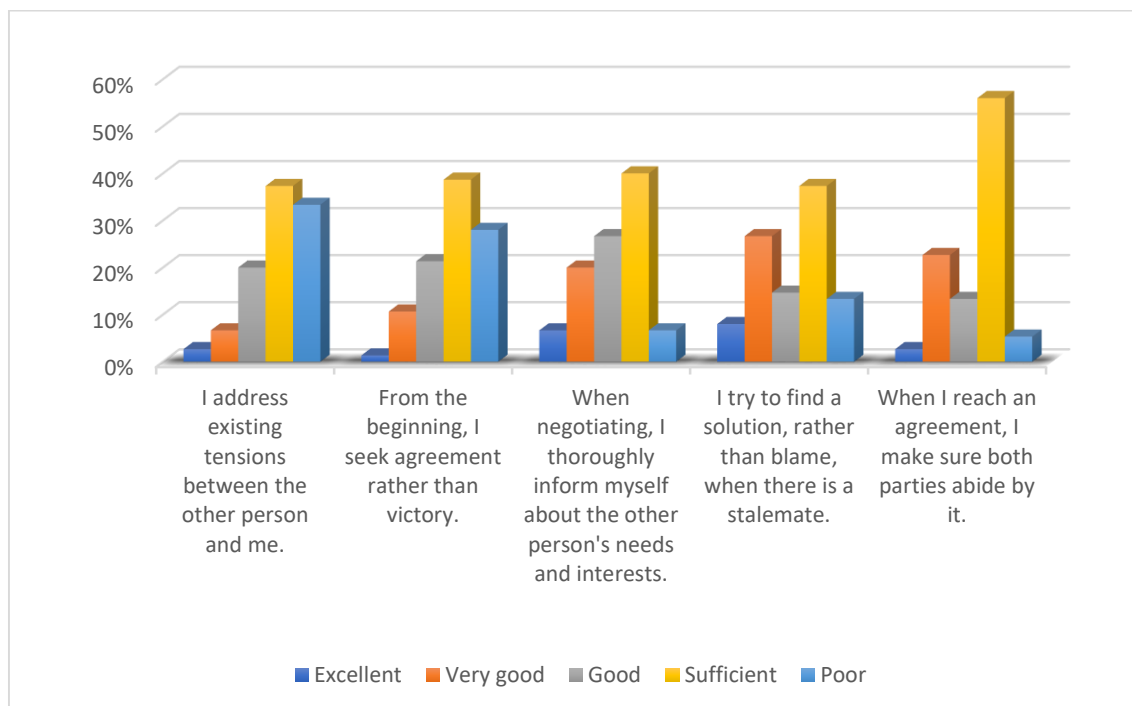


Source: Prepared by the author, 2025.

The assessment of students' interpersonal and persuasion skills shows significant variations in different areas. Regarding establishing a relationship of trust before attempting to persuade others, 80% of students considered themselves sufficient, while 12% considered themselves good, and only 1% very good. Regarding assessing others' points of view before attempting to convince them of their ideas, 53% considered themselves good, and 24% sufficient. Regarding the ability to support their point of view with solid and convincing reasons, 29% considered themselves good, 24% very good, and 13% excellent. Regarding giving people time to reflect on what is proposed, 56% considered themselves good, and 21% sufficient. Finally, regarding the ability to give advice without making people defensive, 32% considered themselves good, 33% sufficient, and 13% very good. These results indicate that, although students demonstrate some skill in some areas, there is a significant need for improvement in building trusting relationships and assessing others' points of view before attempting to persuade them.

Figure No. 22

Interpersonal Skill 6. How would you rate your ability to resolve conflicts?



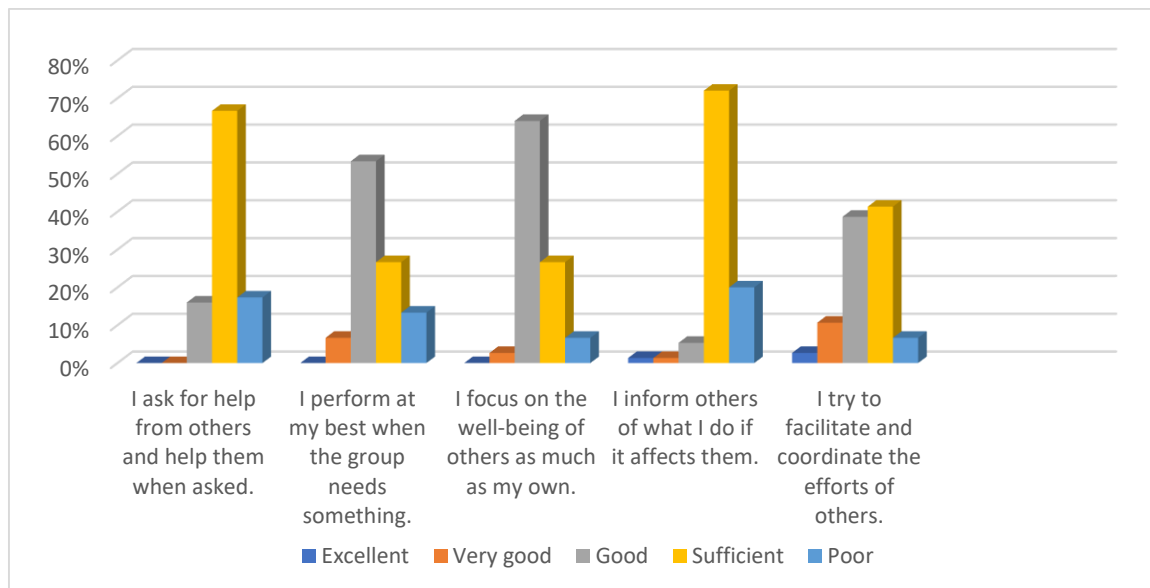
Source: Prepared by the author, 2025.

The assessment of students' negotiation and conflict resolution skills reveals significant variability in their abilities. Overall, most students consider themselves sufficient in several key areas of negotiation. For example, 37% of students consider themselves sufficient in addressing existing tensions, while 33% consider themselves deficient in this skill. Regarding seeking agreement rather than victory, 39% consider themselves sufficient and 28% deficient. Regarding the ability to thoroughly inform themselves about the other person's needs and interests when negotiating, 40% of students consider themselves sufficient and 27% good. Regarding seeking solutions rather than blame when there is an impasse, 37% consider themselves sufficient and 27% very good. Finally, regarding ensuring that both parties comply with an agreement reached, 56% consider themselves sufficient and 23% very good. These results indicate that, although students have a moderate foundation in negotiation skills, there are specific areas that need improvement, especially in tension management and finding mutual agreement.

It should be noted that the results of the assessment of students' negotiation and conflict resolution skills reveal significant variability in their abilities, suggesting a clear need for educational intervention in specific areas. Although a majority of students consider themselves sufficient in several key negotiation skills, there are critical areas that require special attention, particularly in tension management and finding mutual agreement.

Figure No. 23

Interpersonal Skill 7. How would you rate your ability to collaborate with others?



Source: Prepared by the author, 2025.

The assessment of students' cooperation and teamwork skills reveals significant variability in their abilities. Overall, most students consider themselves sufficient in several key areas of teamwork. For example, 67% of students consider themselves sufficient at requesting help from others and assisting when asked, while 17% consider themselves deficient in this skill. Regarding performing at their best when the group needs something, 53% consider themselves good and 27% sufficient. The ability to focus on both the well-being of others and their own is shown by 64% of students who consider themselves good and 27% sufficient. In the ability to inform others of what they are doing if it affects them, 72% consider themselves sufficient and 5% good. Finally, in the ability to facilitate and coordinate the efforts of others, 41% consider themselves sufficient and 39% good. These results indicate that, although students have a moderate foundation in cooperation and teamwork skills, there are specific areas that need improvement, especially in requesting and offering help and coordinating efforts.

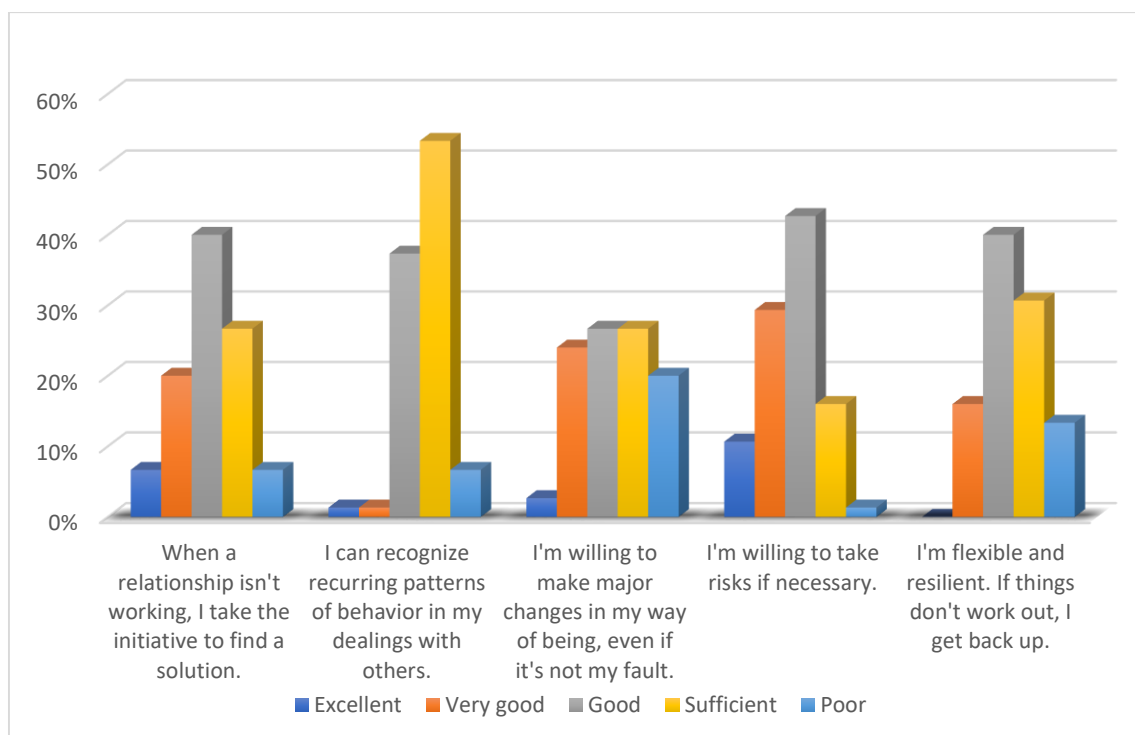
The results of the assessment of students' negotiation and conflict resolution skills reveal significant variability in their abilities, suggesting a clear need for educational intervention in specific areas. Although a majority of students consider themselves sufficient in several key negotiation skills, there are critical

areas that require special attention, particularly in tension management and seeking mutual agreement.

In summary, although students demonstrate a moderate foundation in negotiation skills, it is imperative to address the specific areas that need improvement to develop more robust and effective negotiation and conflict resolution competencies.

Figure No. 24

Interpersonal Skill No. 8. How would you rate your ability to change course



Source: Prepared by the author, 2025.

The assessment of students' resilience and adaptability skills reveals significant variability in their abilities. Overall, most students consider themselves sufficient or good in several key areas of resilience. For example, 40% of students consider themselves good at taking the initiative to seek a solution when a relationship isn't working, while 27% consider themselves sufficient and 20% very good. Regarding the ability to recognize recurring patterns of behavior in their dealings with others, 53% consider themselves sufficient and 37% good. The ability to accept major changes in behavior, even when it's not their fault, shows 27% of students who consider themselves good and 27% sufficient. Regarding the

willingness to take risks if necessary, 43% consider themselves good and 29% very good. Finally, regarding the ability to be flexible and resilient, 40% consider themselves good and 31% sufficient. According to Empatif (n.d.), interpersonal skills are essential for personal and professional development, and improving them can have a significant impact on individuals' quality of life.

These results indicate that, although students demonstrate a moderate foundation in resilience and adaptability skills, it is imperative to address specific areas that need improvement to develop more robust and effective competencies. Implementing educational interventions and personal development programs can significantly contribute to improving these skills, preparing students to face life's challenges with greater effectiveness and adaptability.

• **Teacher Survey.**

Through the interview, we sought to understand some characteristics of the pedagogical process used by English teachers, as well as their knowledge of the different existing theories of intelligence.

1. When students find answers that are more accurate than their own or problem-solving processes that are shorter and easier than those indicated, what is their reaction?

Table No. 2.

Teachers' reactions to students' effective processes.

Reaction Category	Percentage of the Population
Reaction Based on Process Effectiveness	100%
Reaction from 80% of the Population (Different processes with lower ratings)	80%
Reaction from 20% of the Population	20%

Note: Application for interviews with area teachers. UEN.

The results of the survey of English teachers reveal an interesting divide in the perception and handling of creativity and innovation in the student learning process. All teachers agree that their reaction depends on the effectiveness of the process used by students, which is a positive indication that effectiveness in problem-solving is valued. However, 80% of the teachers interviewed state that, even if the processes developed by students are better, if they differ from the taught method and do not include all the steps, they are given a lower grade. This approach can be limiting and discouraging for students, as it does not encourage the exploration of new strategies and creativity in problem-solving.

The remaining 20%, who accept and praise the problem-solving processes presented by students, show an attitude more aligned with modern educational practices that value initiative and critical thinking. This allows students to develop problem-solving and critical thinking skills, which are essential in today's world. In conclusion, while it is important for students to understand and follow established methods, it is also crucial for teachers to encourage creativity and innovation. Teachers should consider that diverse problem-solving approaches can enrich the learning process and better prepare students to face future challenges.

2. Does your professional ethic include continuous innovation and development? How do you do this?

Table No. 3

Teaching Innovation and Development

Updating and Innovation Category	Percentage of the Population
Updating and Innovation Based on Daily Practice is the best.	100%
Formal Updating and Innovation of all interviewees.	100%
Informal Updating and Innovation of all interviewees.	100%

Note: Application for interviews with area teachers. UEN.

The results of the survey on teachers' professional ethics regarding innovation and ongoing development are encouraging and reflect a significant commitment to continuous improvement in educational practice. One hundred percent of the teachers interviewed agreed that the best form of development and innovation comes from daily classroom practice, which is a clear indication that teachers are attentive to their students' real needs and adapt their methods accordingly.

All teachers state that they constantly update and innovate, both formally and informally. Formal development is carried out through programs offered by the Ministry of Education, ensuring that teachers receive new pedagogical and specialized knowledge. This type of structured training is essential to keep up with best practices and advances in education.

In addition, teachers also update themselves informally, conducting bibliographic research and using online resources to explore new teaching methods and expand their knowledge in the subjects they teach. This proactive approach is crucial, as education is a constantly evolving field, and teachers must be prepared to adapt to new methodologies and tools.

In the words of educator and author John Dewey, "Education is not preparation for life; education is life itself" (Dewey, 1938). This principle underscores the importance of teachers staying current and innovative in their daily practice, as this not only improves the quality of teaching but also better prepares students to face the challenges of the modern world.

In conclusion, the combination of formal and informal updating, along with reflective classroom practice, is an effective strategy for maintaining educational quality and fostering a dynamic and enriching learning environment. The English teachers at "Napo" Educational Unit demonstrate a high level of commitment to their professional development, which is critical to the educational success of their students.

3. What do you understand by didactic innovation?

Table No. 4.

Concept of didactic innovation

Teaching Innovation Category	Percentage of the Population
Teaching Innovation Related to ICTs	80%
Teaching Innovation as Transformation and Change	20%

Note: Application for interviews with area teachers. UEN.

The results of the survey on teachers' perceptions of teaching innovation reveal a diversity of opinions that reflect both the importance of technology and the need for a broader and more creative approach to educational innovation.

Eighty percent of teachers interviewed associate teaching innovation with the use of information and communication technologies (ICTs) in the classroom, such as computers and projectors. This perspective is understandable, given that ICTs have revolutionized education by providing tools that facilitate access to information, interaction, and personalized learning. However, it is important not to reduce teaching innovation solely to the use of technology.

The remaining 20% of teachers offer a more holistic and transformative view of teaching innovation, considering that it involves the adoption of new forms of teaching that do not necessarily depend on technology. This perspective underscores the importance of teacher creativity and a deep understanding of students' learning styles.

Educational innovation, in its broadest sense, should include both the effective use of technology and the implementation of innovative pedagogical methodologies that respond to students' needs and learning styles. This can include approaches such as project-based learning, differentiated instruction, collaborative learning, and other strategies that promote critical thinking and student autonomy.

In conclusion, although technology is a powerful tool for educational innovation, it should not be the sole focus. Teachers must also explore and adopt new pedagogical methodologies that foster creativity and critical thinking, adapting them to the specific needs of their students and the context in which the teaching-learning process takes place. This comprehensive view of educational innovation is essential to preparing students for the challenges of the 21st century.

4. In your experience, the most important thing to emphasize in students is processes or content. Explain your answer.

Table No. 5.

Importance of processes or content

Category of Priorities in Education	Percentage of the Population
Content Prioritization	80%
Process Prioritization	20%

Note: Application for interviews with area teachers. UEN.

The results of the survey on the priority between process and content in education reveal a diversity of opinions among the faculty surveyed, reflecting a fundamental debate in contemporary pedagogy.

Eighty percent of the faculty interviewed believe that establishing content should be a priority, arguing that in higher education, content is in-depth and prioritized. This perspective has merit, as solid content knowledge is essential for academic and professional development. However, focusing solely on content can limit students' ability to apply that knowledge in new and challenging contexts.

On the other hand, the remaining 20% of faculty believe that, although both process and content are important, establishing process should be prioritized. This view aligns with modern pedagogical approaches that value learning based on competencies and transferable skills. As educator and author Howard Gardner notes, "Education should teach students not only to know, but also to do, to understand, and to care" (Gardner, 1999). Processes, which include skills such as critical thinking, problem-solving, and adaptability, are fundamental to lifelong learning and meeting real-world challenges.

In conclusion, although both approaches have their merits, a balanced education must integrate both content and processes. Content provides the necessary knowledge base, while processes enable students to apply that knowledge effectively and adapt to new situations. Teachers must seek a balance that allows students not only to acquire knowledge but also to develop the skills necessary to apply it in diverse contexts. This comprehensive view will better prepare students for the academic and professional challenges they will face in the future.

5. There are currently several ideas about intelligence. Which ones do you know?

Table No. 6.

Ideas about Intelligence

Intelligence Concepts Category	Percentage of the Population
Common Intelligence Concepts	100%
Intelligence and Genetic Inheritance	80%
Multiple Intelligences	20%

Note: *Application for interviews with area teachers. UEN.*

The results of the survey on concepts of intelligence reveal a diversity of perspectives that reflect both traditional and more modern approaches to this complex concept.

Fully 100% of those interviewed agreed that some people are more intelligent than others and that intelligence is linked to academic excellence and family heritage. This traditional view of intelligence, which is measured through tests and associated with performance in complex subjects, has long been predominant in education. However, this perspective can be limiting, as it fails to consider the diversity of skills and talents that individuals can possess.

Eighty percent of the teachers interviewed believe that intelligence can be developed to some extent within the educational system, but that genetic inheritance is the determining factor. This view recognizes the importance of the educational environment in intellectual development, but continues to emphasize

genetic influence. Intelligence is conceptualized as an intellectual capacity related to problem-solving and memorization, which is a broader view but still focused on specific cognitive skills.

The remaining 20% of teachers mention multiple intelligences, a theory proposed by Howard Gardner that recognizes different types of intelligence, such as linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. This perspective is more inclusive and values the diversity of skills and talents that individuals can possess. However, these teachers express difficulty applying these theories to the educational process, especially in teaching English as a foreign language, considering that English follows a structured and logical approach.

Importantly, the theory of multiple intelligences can be very useful in education, as it allows teachers to adapt their teaching methods to address the diversity of students' learning styles. As Howard Gardner points out, "education should recognize and cultivate all forms of intelligence" (Gardner, 1983). Although English teaching can follow a structured approach, integrating activities that address different types of intelligence can enrich the learning process and make it more inclusive.

So, although traditional concepts of intelligence remain predominant, it is encouraging to see that some teachers are familiar with more modern theories such as multiple intelligences. Integrating these theories into educational practice can be challenging, but it offers a valuable opportunity to address the diversity of students' abilities and talents, better preparing them to face the challenges of today's world.

6. What are the consequences of addressing only certain types of intelligence within formal education?

Table No. 7

Specific attention to intelligence

Category of Consequences of Focusing Only on Certain Types of Intelligence	Percentage of population
Comprehensive Student Development	100%
Development of Unique Intelligence	80%
Failing to Take Advantage of All Potential	20%

Note: Application for interviews with area teachers. UEN.

The results of the survey on the consequences of addressing only certain types of intelligence within formal education reveal a diversity of opinions. Although everyone agrees that education should be comprehensive and balanced, there is significant divergence in how intelligence is perceived and addressed within the educational system.

Eighty percent of respondents believe that intelligence is a unique ability developed primarily through activities that promote logical-mathematical thinking and problem-solving. This traditional view suggests that intelligence can be cultivated through structured approaches and that academic activities should focus on these areas. However, this perspective can lead to an education that fails to recognize and value the diversity of skills and talents that students may possess. As a result, students who do not excel in these specific areas may feel demotivated or underestimated, which can affect their overall development and self-esteem.

On the other hand, 20% of teachers express that the greatest consequence of addressing only certain types of intelligence is failing to tap into each student's full potential. This perspective recognizes Howard Gardner's theory of multiple intelligences, which identifies different types of intelligence, such as linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal,

intrapersonal, and naturalistic. By failing to consider this diversity of intelligences, the educational system may be missing the opportunity to fully develop students' skills and talents. As Gardner points out, "education must recognize and cultivate all forms of intelligence" (Gardner, 1983).

Therefore, although traditional education has emphasized the development of logical-mathematical and problem-solving skills, it is crucial to adopt a more inclusive approach that recognizes and values the diversity of intelligences. This will not only enrich the learning process but also enable students to develop their potential in a more complete and balanced way. An educational system that integrates the theory of multiple intelligences can better prepare students to face the challenges of today's world, fostering creativity, innovation, and critical thinking.

Phase 2

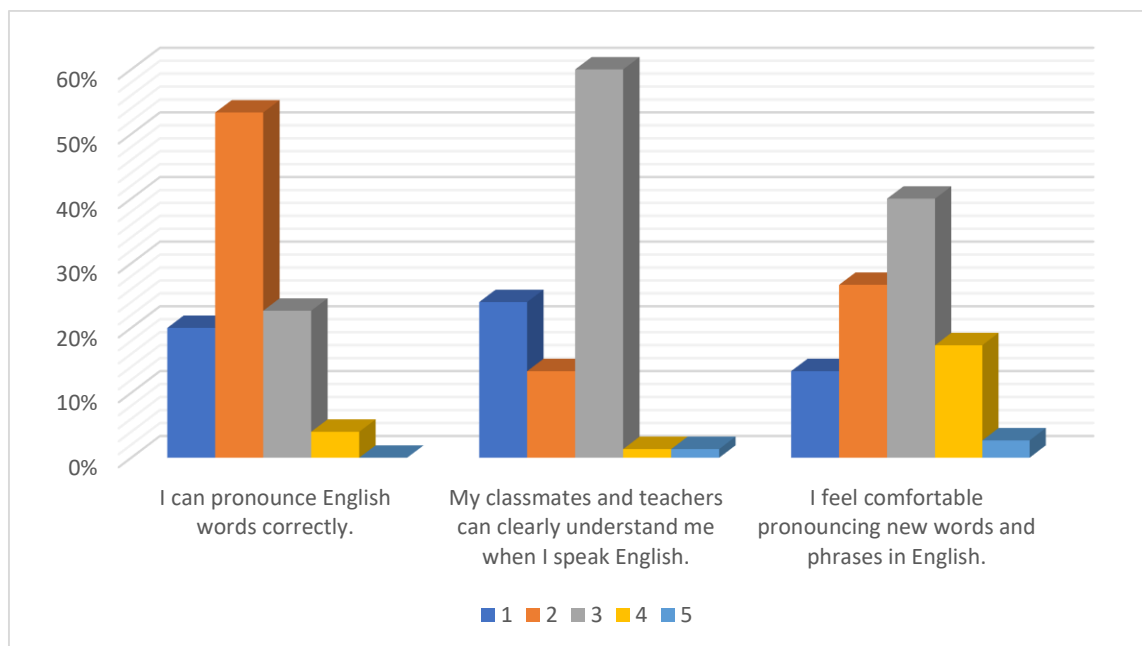
Determining the level of oral communication skills in English as a foreign language among high school students.

The test implemented to assess knowledge of the dependent variable related to English language learning, in line with Specific Objective 2, aimed to diagnose the level of oral communication skills in English, based on the interpersonal intelligence of first-year students of Technical High School at the "Napo" Educational Unit. This test was administered in person, using a scale of 1 to 5 for self-assessment, where 1 is "Not at all confident" and 5 is "Very confident." Responses were obtained from 75 students from parallel classes A and B at the same educational unit. The results were subsequently tabulated and interpreted, and are hereby submitted for consideration.

Instructions: Read each statement carefully. Use a scale of 1 to 5 to self-assess, where 1 is "I am not confident at all" and 5 is "I am very confident."

Figure No. 25

Pronunciation



Source: Prepared by the author, 2025.

Assessment of students' English pronunciation and communication skills reveals significant variability in their abilities. In terms of the ability to pronounce English words correctly, 53% of students are considered to be at level 2, while 23% are considered to be at level 3 and 20% at level 1. Only 4% are considered to be at level 4, and no students are considered to be at level 5. In terms of how clearly their classmates and teachers can understand them when they speak English, 60% of students are considered to be at level 3, 24% at level 1, and 13% at level 2. In terms of feeling comfortable pronouncing new words and phrases in English, 40% of students are considered to be at level 3, 27% at level 2, 17% at level 4 and 13% at level 1. These results indicate that although students have a moderate foundation in English pronunciation and communication skills, there are specific areas that need improvement, especially comfort in pronouncing new words and phrases and speaking. Clarity of pronunciation.

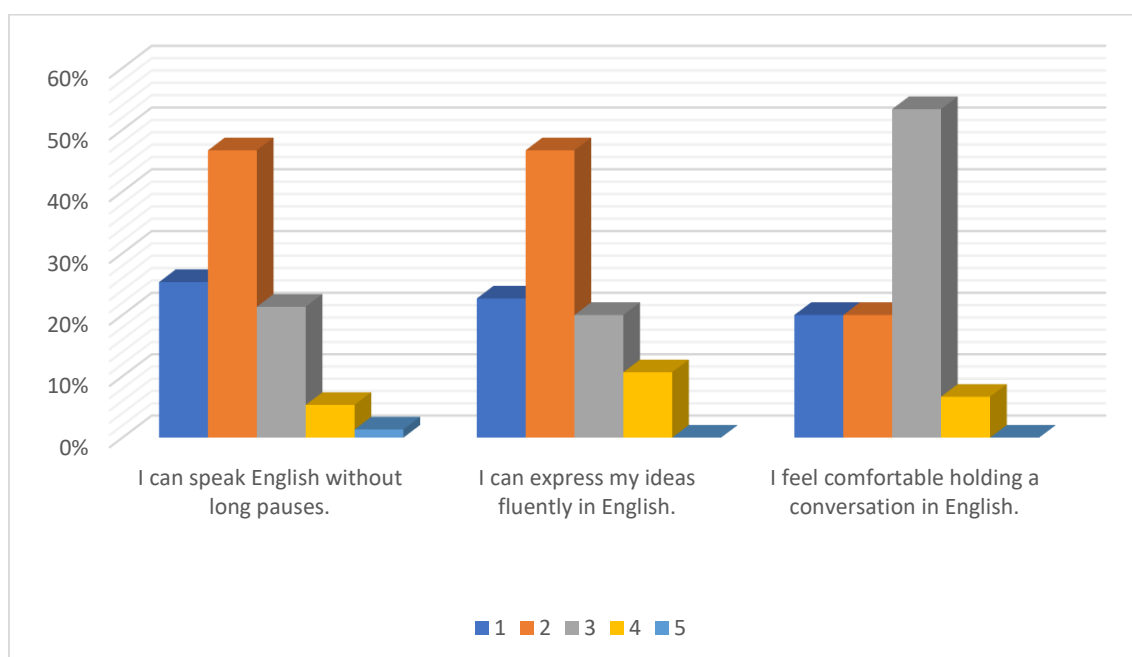
Pronunciation and clarity of communication are essential skills for mastering a foreign language. According to Sirlopú Vera, Marrufo Rojas, and Ortega Cabrejos (2023), the quality of communicative competence in English in higher education is a crucial factor for students' academic and professional development. The

authors argue that good pronunciation not only facilitates comprehension but also improves the speaker's confidence and willingness to participate in conversations.

Although the results obtained from the assessment of students' English pronunciation and communication skills reveal a clear need for educational intervention to improve these skills, the majority of students consider themselves at intermediate levels of pronunciation and clarity; there is significant room for improvement, especially in comfort pronouncing new words and phrases.

Figure No. 26

Fluency



Source: Prepared by the author, 2025.

Assessment of students' English fluency and comfort in communication skills reveals significant variability in their abilities. Regarding the ability to speak English without long pauses, 47% of students consider themselves to be at level 2, while 25% consider themselves to be at level 1 and 21% at level 3. Only 5% consider themselves to be at level 4 and 1% at level 5. Regarding the ability to express their ideas in English fluently, 47% of students consider themselves to be at level 2, 23% at level 1 and 20% at level 3. Regarding feeling comfortable holding a conversation in English, 53% of students consider themselves to be at

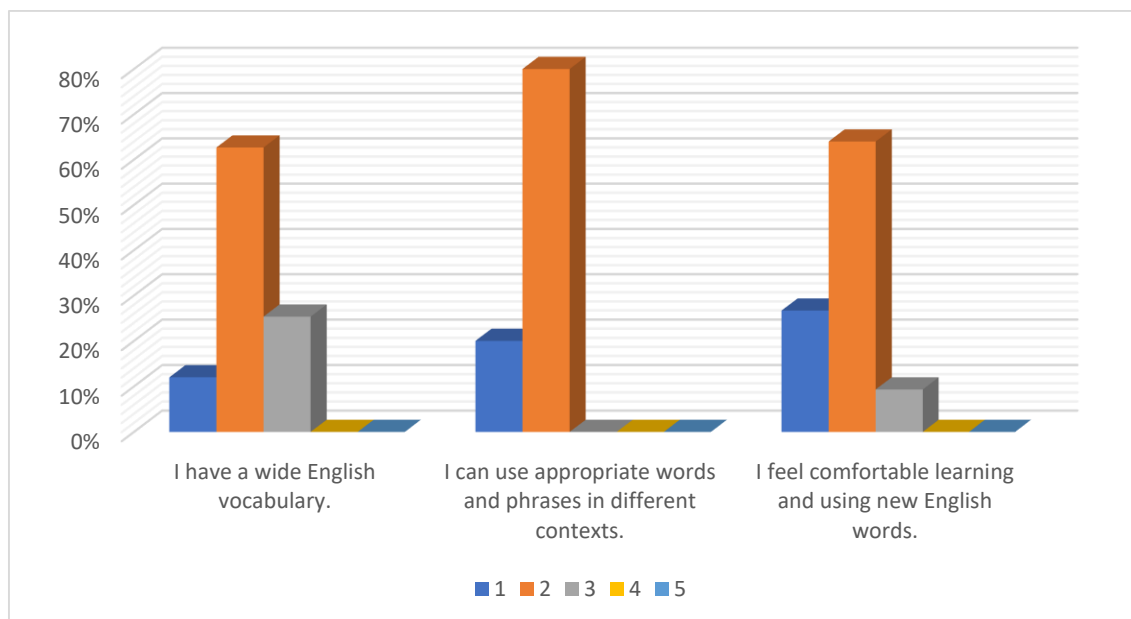
level 3, 20% at level 1 and another 20% at level 2. These results indicate that although students have a moderate foundation in fluency skills and comfort in communicating in English, there are specific areas that need improvement, especially the ability to speak without long pauses and fluency in expressing ideas. These interventions will not only improve their language skills but will also contribute to a more effective and confident environment for their interactions in English.

Fluency and comfort in communication are essential skills for mastering a foreign language. According to Sirlopú Vera et al. (2023), the quality of English communicative competence in education is a crucial factor for students' academic and professional development. The authors argue that good fluency not only facilitates comprehension but also improves the speaker's confidence and willingness to participate in conversations.

Consequently, the results obtained from the assessment of students' fluency and comfort in English communication skills reveal a clear need for educational intervention to improve these competencies. Although most students are considered to be at an intermediate level of fluency and comfort, there is still significant room for improvement, especially in the ability to speak without long pauses and in fluency when expressing ideas.

Figure No. 27

Vocabulary

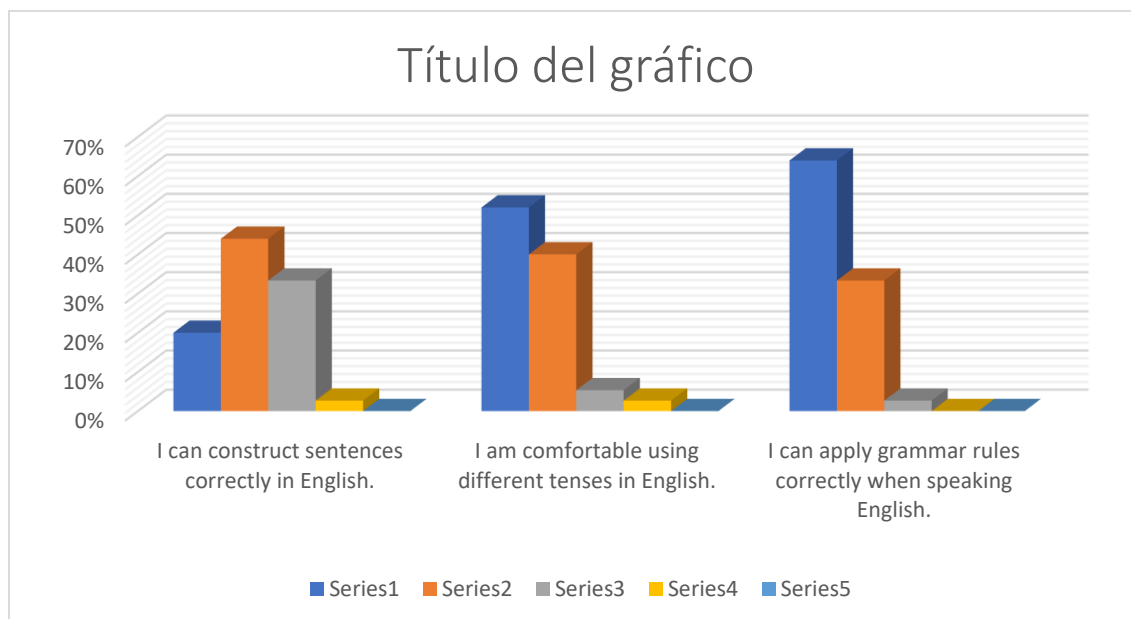


Source: Prepared by the author, 2025.

Regarding having a broad English vocabulary, 63% of students are considered to be at level 2, while 25% are considered to be at level 3 and 12% at level 1. No students are considered to be at levels 4 or 5. Regarding the ability to use appropriate words and phrases in different contexts, 80% of students are considered to be at level 2 and 20% at level 1. Regarding feeling comfortable learning and using new words in English, 64% of students are considered to be at level 2, 27% at level 1, and 9% at level 3. These results indicate that, although students have a moderate foundation in English vocabulary and contextual usage skills, there are specific areas that need improvement, especially in vocabulary expansion and comfort with learning and using new words. These findings underscore the need to implement specific educational strategies to improve these skills, fostering a broader vocabulary and greater comfort in using new English words among students. Furthermore, it is crucial to develop programs that strengthen students' ability to use appropriate words and phrases in different contexts. These interventions will not only improve their language skills but also contribute to a more effective and confident environment for their interactions in English.

Figure No. 28

Grammar



Source: Prepared by the author, 2025.

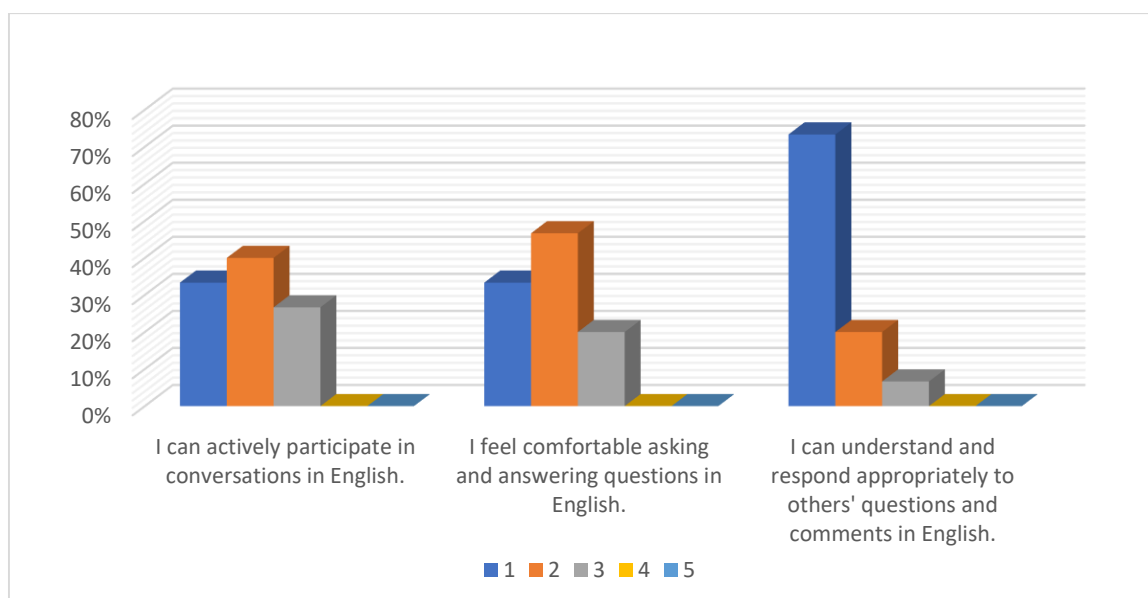
Regarding the ability to construct sentences correctly in English, 44% of students considered themselves at level 2, while 33% considered themselves at level 3 and 20% at level 1. Only 3% considered themselves at level 4, and no students considered themselves at level 5. Regarding comfort using different verb tenses in English, 52% of students considered themselves at level 1 and 40% at level 2. Regarding applying grammar rules correctly when speaking English, 64% of students considered themselves at level 1 and 33% at level 2. These results indicate that, although students have a moderate foundation in English grammar and sentence construction skills, there are specific areas that need improvement, especially comfort using different verb tenses and the correct application of grammar rules.

Olivero Herrera et al. (2022) also argue that a good grammatical foundation not only facilitates comprehension and expression but also improves a speaker's confidence and willingness to participate in global conversations and projects. Furthermore, fostering a supportive environment where students feel comfortable practicing and receiving constructive feedback can significantly contribute to their linguistic development.

In summary, although students demonstrate a moderate foundation in English grammatical and sentence construction skills, it is imperative to address specific areas that need improvement to develop more robust and effective competencies. Implementing educational interventions and personal development programs can significantly contribute to improving these skills, preparing students to face life's challenges with greater effectiveness and adaptability. Education should prioritize these interventions to ensure that students are well prepared for an increasingly globalized and competitive world.

Figure No. 29

Interaction in Conversations



Source: Prepared by the author, 2025.

Regarding the ability to actively participate in conversations in English, 40% of students consider themselves at level 2, while 33% consider themselves at level 1 and 27% at level 3. No students consider themselves at levels 4 or 5. Regarding feeling comfortable asking and answering questions in English, 47% of students consider themselves at level 2, 33% at level 1, and 20% at level 3. Regarding the ability to understand and respond appropriately to others' questions and comments in English, 73% of students consider themselves at level 1, 20% at level 2, and 7% at level 3. This indicates that, although students have a moderate foundation in English conversational participation and comprehension skills, there are specific areas that need improvement, especially the ability to

understand and respond appropriately to others' questions and comments. The ability to actively participate in conversations and to understand and respond appropriately is fundamental to effective communication in a second language. According to Olivero Herrera et al. (2022), communicative competence in English is essential for students' professional development, as it enables them to interact effectively in international academic and work contexts. The authors argue that a solid foundation in conversational skills not only facilitates comprehension and expression but also enhances the speaker's confidence and willingness to engage in global interactions.

In summary, although students demonstrate a moderate foundation in English conversational participation and comprehension skills, it is imperative to address specific areas that need improvement to develop more robust and effective competencies. Implementing educational interventions and personal development programs can significantly contribute to improving these skills, preparing students to face life's challenges with greater effectiveness and adaptability.

Phase 3

Chapter V

Proposal

This section presents innovative teaching strategies, carefully selected and designed to foster the development of interpersonal intelligence. The main objective is to improve oral communicative competence in English as a second language among high school students. These strategies are based on contemporary pedagogical principles and a solid foundation of previous research, which has consistently demonstrated the effectiveness of interactive and collaborative approaches in learning acquisition.

The implementation of these educational strategies not only aims to enhance students' language proficiency but also to cultivate an inclusive and participatory learning environment. This environment values and celebrates the diversity of abilities and learning styles present in the classroom. In this context, both

teachers and students can interact naturally and effectively within the school environment, thus promoting a cohesive and dynamic learning community.

It is crucial that any implemented strategy be managed appropriately and thoughtfully, always oriented toward achieving the learning objectives established for the group. To achieve this, we must consider not only the age characteristics of students but also their sociocultural context. The latter exerts a significant influence on the development of various human intelligences.

On the other hand, we must also consider that, in today's digital age, where almost every aspect of life is mediated by technology, it is a constant challenge to motivate students to temporarily put aside their devices and engage in face-to-face interactions with their peers. These personal interactions are essential, as they allow students to verbalize their ideas, share perspectives, and propose innovative solutions to the cognitive conflicts that arise in the educational context. In doing so, they not only improve their communication skills but also develop greater empathy and understanding of others—fundamental skills in today's interconnected world.

4. 5. Triangulation of results

Through the diagnosis carried out through an interview with English teachers regarding the methodologies used and their knowledge of intelligence theories and interpersonal intelligence, and oral communication skills tests, it was clearly observed that in students, the learning of English as a Foreign Language is not well-founded, which leads to low academic performance in this subject. This was evidenced by the results obtained through the applied English test, demonstrating that less than half of the students have acquired significant and lasting learning over time, a direct consequence of the transmission and memorization of knowledge, which produces as an effect a momentary learning that serves only for the moment of evaluation, but is not internalized due to the lack of diverse materials and methodologies that awaken the interest of the student. By comparing the results of the intelligence test with the English test, the close relationship between the parallel development of intelligence and meaningful learning is evident. Therefore, if intelligence is stimulated, better learning will be achieved, directly or indirectly.

A concordance was evident between the results obtained with the tests, as both showed low levels of intelligence development and learning.

An analysis of interviews with English teachers reveals that there are some aspects that are not carried out in practice, which is why teachers often fail to fulfill their role of preparing the teaching path to lead to educational success and guiding the process so that it is not a product of improvisation.

Furthermore, the assessment of participation and comprehension skills in English conversations, along with grammar and vocabulary skills, reveals a significant relationship between interpersonal intelligence and the development of oral communication skills in English. Students who demonstrate a greater ability to actively participate in conversations and feel comfortable asking and answering questions in English also tend to have a better command of grammar rules and a broader vocabulary. This suggests that interpersonal intelligence, which includes skills such as empathy, active listening, and the ability to adapt to different social contexts, plays a crucial role in the development of communicative competence in English. Thus, fostering interpersonal intelligence through specific educational strategies can significantly contribute to improving students' fluency, clarity, and confidence when communicating in English, thereby creating a more effective and enriching environment for language learning.

Finally, teachers are encouraged to reflect on how to adapt their teaching processes to their students' needs. This is a difficult but it's not impossible task that requires, above all, dedication and a love of education.

Therefore, the following proposal is presented, which may be useful for addressing the diagnosed problem and reducing its effects on the teaching-learning process.

CHAPTER V

PROPOSAL

Teaching strategies that promote the development of interpersonal intelligence to improve oral communication skills in English as a foreign language among high school students.

The following chapter presents practical examples and teaching resources that teachers can use to adapt these strategies to their particular educational contexts. Readers are encouraged to review this chapter to gain a full understanding of how these strategies can be applied and adapted to maximize the development of interpersonal intelligence and oral communication skills in English among high school students. This comprehensive and detailed approach ensures that both students and teachers can meet the challenges of learning a foreign language, promoting an enriching and effective educational environment.

5.1 Background

The field study conducted at the "Napo" Educational Unit shows that the pedagogical process applied in the English subject of the first year of Technical Baccalaureate is carried out in a traditionalist manner and partially promotes the development of human intelligence. This is evident from the results of the assessment.

Less than half of the students achieved subject learning, as shown by the results of the self-assessment test in English. This test highlights the need to use new teaching-learning methodologies that support students' intellectual, social, and emotional development.

Intelligences have been partially developed, some less than others, and logical-mathematical, linguistic, and kinesthetic-bodily intelligence have been prioritized. A minimal percentage of teachers are familiar with the theory of multiple intelligences and their relationship to the pedagogical process. These conditions impact the meaningful learning of English as a foreign language, as demonstrated by the results of the test administered.

These derivations provided the researcher with quantitative data to confirm the problem under investigation.

5.2 Justification

The teaching of English to first-year students of the Technical Baccalaureate in Accounting at the "Napo" Educational Unit has been carried out traditionally, wasting students' potential, ignoring the fact that every human being possesses Multiple Intelligences and that all must be enhanced.

This hinders reflection, understanding, appropriation, and adaptation of content, and prevents the discovery of hidden talents, latent within the student, that require proper guidance to emerge.

The structure of methodological strategies challenges the idea that the approach to English must be rigid and inflexible. This is why this guide is proposed and developed, which aims to specifically enhance Interpersonal Intelligence and, at the same time, improve English learning so that students have the opportunity to be more divergent in their conceptions and actions.

All knowledge can be approached from the theory of Multiple Intelligences since, for the same domain, different intelligences are put to use.

In popular terms, no one is intelligent in everything, but we are all intelligent in something; the important thing is to know how to maximize each individual's inclinations and put them into practice for personal and social benefit.

In response to the identified problem, this guide offers concrete methodological strategies that allow the development of interpersonal intelligence, contributing to the student's improved academic performance.

Based on reflective, playful, creative, critical, dynamic, and flexible methods and techniques with a holistic approach that allows for the achievement of the educational objectives in Ecuador, specific to this level.

5.3. Objective

To propose methodological strategies that enhance interpersonal intelligence and apply to the teaching-learning process of English as a foreign language in high school students.

5.4. Presentation

For more than three decades, the theory of multiple intelligences has provided teaching with new and varied perspectives on the pedagogical process, promoting the decentralization of the concept of intelligence and clarifying that academic merit is not everything.

Effectiveness in the pedagogical process is achieved through experience and the appropriate use of methodological strategies in which the student is the protagonist, and teacher mediation and motivation play a fundamental role.

The teacher deploys a range of alternatives to the traditional approach, each of which leads to the same goal: to meaningfully address any of the English subject topics and develop the students' multiple intelligences.

A well-planned strategy involves the careful planning of all its aspects and the simultaneous development of several intelligences. Through fun and creative activities, students have fun, internalize knowledge, and become empowered in their own learning.

Specifically, interpersonal intelligence, according to Howard Gardner's theory of multiple intelligences (1983), refers to the ability to understand and interact effectively with others. It involves the ability to perceive and respond to the moods, motivations, and desires of others. In the educational context, developing this intelligence can facilitate collaboration, effective communication, and cooperative learning, as it not only fosters social interaction but also provides an authentic context for language practice. Therefore, it is concluded that properly implemented strategies definitely have a significant impact on improving oral skills in a second language. By implementing them, teachers can create a more interactive, collaborative, and effective learning environment that prepares students to face the challenges of an increasingly interconnected world.

This proposal is then constructed, consisting of five strategies for addressing oral communication skills, organized according to the content they address.

The development of the strategies is presented within the technical design; each consists of: number, name, skill with performance criteria, resources, and process.

5. 5. Methodological Guidelines

To optimize and guarantee the results obtained through the application of the strategies, the following recommendations should be taken into account.

- a) The use of the strategies should be planned to optimize their results.
- b) The teacher should prepare the resources required for each strategy in advance.
- c) Clearly specify the activities to be carried out.
- d) Supervise students' work.
- e) If the strategies are adapted to other topics, appropriate modifications should be made so that the potential for intelligence is still achieved while learning the content to be covered.

5. 6. Development



TEACHING STRATEGIES TO PROMOTE THE DEVELOPMENT OF INTERPERSONAL INTELLIGENCE FOR LEARNING ENGLISH



Andrea Rosero Valencia.

INTRODUCTION

In the complex and fascinating process of teaching English as a second language, developing oral skills presents itself as one of the most significant challenges, but also as an invaluable opportunity. Beyond mastering grammatical structures or expanding vocabulary, it is in oral interaction that language acquires meaning and purpose, allowing students to connect with the world, express their ideas, and build meaningful relationships.

Teachers, in this context, assume a role that goes far beyond transmitting knowledge: they become guides, facilitators, and, above all, architects of spaces where error is not a failure, but an essential part of learning.

This presentation was designed precisely for them—for those teachers seeking real, applicable, and transformative strategies. Here, they won't find magic formulas, but rather solid and flexible pedagogical tools, supported by theory but anchored in everyday classroom practice. The goal is clear: to provide educators with resources that allow them to turn their classes into living environments, where English ceases to be a set of rules and becomes a means of expression, connection, and growth.

Through this proposal, we will explore how to foster fluency, interaction, and, above all, the confidence students need to dare to speak. Because, in the end, teaching communication in another language is not just a technical matter, but an act of empowerment, where every voice raised in the classroom is a testament to progress and possibility.

1. Strategy: Assuming Comparisons

ASSUMING COMPARISONS

😊 SKILL WITH PERFORMANCE CRITERIA

EFL 5.1.2. Demonstrate mindfulness, empathy, tolerance and respect for the integrity of cultures in daily classroom activities.



😊 RESOURCES

- *Flashcards*
- *Recorder*
- *Cardboard*
- *Office Supplies*

1.1. Process

TEACHING- LEARNING DETAILS AND ACTIVITIES



WARM-UP

The tall students are asked to stand up, then the short ones, the happy ones, the patient ones, etc., and at the end the comparison is related to the degrees of comparison.

DIAGNOSIS OF PRIOR KNOWLEDGE.

Students are asked for their ages and heights in centimeters to create a list, which is ordered from oldest to youngest and vice versa.



CONCEPTUALIZATION OF ORDER AND COMPARISON

- The key words for the concept of degrees of comparison are written on the board, and students must connect them to form the appropriate concept.
- Form teams of eight people and randomly assign an animal name, for example, the group "butterflies," "polar bears," etc.
- The facilitator presents the types of adjectives that will be used in conjunction with the topic.



RELACIÓN DE LOS ADJETIVOS COMPARATIVOS



- Se solicita que los estudiantes que clasifiquen o categoricen los adjetivos dados en la lista.
- Solicita a los estudiantes que escriban en las cartulinas los adjetivos positivos y negativos en el reverso deben poner un poco de masking de tal manera que la cartulina se adhiera a la pizarra.

LOCATION OF ADJECTIVES AND COMPARISON OF STRUCTURES

8. Types of Adjective

1. Descriptive Adjective

2. Demonstrative Adjective

3. Distributive Adjective

4. Interrogative Adjective

5. Numeral Adjective

6. Quantitative Adjective

7. Proper Adjective

8. Possessive Adjective

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- A graph or figure is drawn on the board to serve as a reference for each team's work area.
- The group work consists of classifying the adjectives as quickly as possible within the designated space on the board.
- Once the group work is completed, students are asked to identify the essential characteristics of each ordering and to identify the conditions present in all the orders.

FEEDBACK

After that, group conclusions are reached throughout the course.

Several students are asked to share their opinions on the activity and their experience during the process.



1.2. Assessment

FIELD BEING EVALUATED AND PROPOSED ACTIVITIES

- **Cognitive**

Complete the activities provided in the Ministry of Education texts.

- **Psychomotor**

Classify personality adjectives into positive and negative.

- **Affective**

Describe the personalities of your family members; use representative images for better understanding.



INTELLIGENCES THAT ARE ENHANCED

- **Logical-mathematical**

- Manages chains of reasoning
- Classifies and relates facts to numbers
- Prioritizes words and quantities

- **Interpersonal**

- Relates to others
- Develops healthy competitiveness
- Collaborates with others

- **Kinesthetic-bodily**

- Uses the body to move

☀️ Diagnosis of prior knowledge.

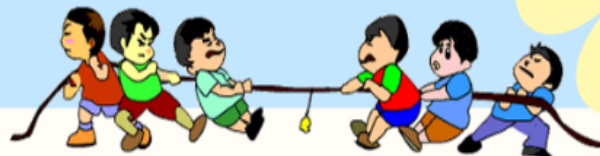
Students are asked to participate with their peers in the proposed activities, which assess the knowledge they should have before starting the new topic.



☀️ Conceptualization

Identify and understand relevant information from the provided text.
Organize the information and generate your own concept about the proposed topic.
Use words correctly so that the message is clear to understand.

🔊 Kinesthetic Approach



Four teams are formed, each named after countries that have had political, social, or other differences at some point, for example: Ecuador and Peru, and the United States and Cuba. Each team will send one representative at a time to the battle line. The chosen students will compete in pairs in a tug-of-war. The winner will receive 2 points for their team and present their opponent with a division problem. If the student solves it successfully, they will receive 1 point for their group. If not, the other student can correct it and earn 2 points. The team with the most points wins.

Questions and Answers.

While the children are doing this activity, motivational music is played in the background, such as "We are the Champions" or "Celebrate Life."

A question box is placed, correctly using adverbials of frequency. Each team will send a representative to participate. They will choose a piece of paper from the box with a question on it. The group will gather together and answer the question.

The team that answers the question first correctly will win. Extra points will be awarded for the correct approach.



2.2. Assessment



FIELD BEING EVALUATED AND PROPOSED ACTIVITIES

- **Cognitive:**
Perform the suggested activities
- **Psychomotor**
Create two sentences related to adverbs of frequency
- **Affective:**
Characterize daily activities by relating them to the frequency with which they are performed.
Write your personal opinion on the popular sayings:
 - * Divide and conquer
 - * Unity is strength



INTELLIGENCES THAT ARE BOOSTED

- **Musical**

Appreciates and is stimulated by positive music.
Hums while learning.

- **Logical-Mathematical**

Manages chains of reasoning.
Classifies and relates facts to numbers.
Prioritizes content based on its usefulness.
Represents reality numerically.

- **Spatial**

Locates himself within his surroundings.
Analyzes his movements before making them.
Mentally draws his surroundings.

- **Kinesthetic-Bodily**

Relates speed with success.
Uses all his senses in learning.
Cultivates his mind and body.

- **Interpersonal**

Relates emotionally with others.
Tries to take outside opinions into account.

- **Intrapersonal**

Becomes aware of his own actions.
Identifies the difficulties he encountered in order to improve them.
Has an objective assessment of his abilities.
Expresses his feelings without fear of being affected.

3. Strategy: Discriminating Concepts

DISCRIMINATING CONCEPTS

SKILL WITH PERFORMANCE CRITERIA

EFL 5.1.2. Demonstrate mindfulness, empathy, tolerance and an overall respect for the integrity of cultures in daily classroom activities.

Resources

- Cardboard cards
- Sheet with the story "Helping Each Other, We Are Stronger"
- Student workbook
- Classroom materials
- Workbook



3.1. Process

Details of Teaching-Learning and Activities.

Warm-up



Perform the observation activity
Form pairs and ask them to stand face to face for 1 minute. Observe each other closely. Then, ask them to turn back to back, and ask each student to make 3 changes to themselves that are as subtle as possible but still observable. Then, they must turn face each other and guess their partner's changes. Repeat this process 3 times. Ask them to express their feelings while doing this activity and how many times they got it right. Play music while doing this activity.

Diagnosis of prior knowledge.

- The mediator asks questions about personality types, feelings, and emotions.
- They are written on the board in a hierarchy, and then a tally is made.

CHARACTER TRAITS



Conceptualization of Personality, emotions and feelings.

The creation of a team matrix is proposed. Teams are formed based on affinity. Students are given a comprehensive reading of the worksheets given to them.

Students are created with a team matrix, distinguishing between similar concepts.

Students are shown the common characteristics in a graph.

Students are presented with their charts or matrices on a flip chart.

Character		
Emotions	vs.	Traits
Describes how a character feels at a certain time.		Describes the character's personality.
ASK How does the character feel right now?		ASK How does the character usually behave?
Examples <ul style="list-style-type: none">o Scaredo Surprisedo Angryo Jealouso Excitedo Embarrassed		Examples <ul style="list-style-type: none">o Determinedo Outgoingo Friendlyo Braveo Confidento Hardworking

Approach to interpersonal relationships.

- Reading about "The Fable of Emotions" by Leonardo Wolk.
- Relate the story to the proposed topic.
- Emphasize that managing emotions always gives you more than you had at the beginning. And that even negative aspects can bring something good with them.
- Ask students to make some comments and listen to their classmates.
- Share their experiences with their classmates, and within the group, look for more everyday situations that can be related to emotions or personality.



Interpretation and integration of the theme

- The group is given several cardboard cards with various adjectives about personality, feelings, and emotions.
- The student must match three cards to each category.
- The group that sorts all their cards first wins.

3.2. Assessment

FIELD BEING EVALUATED AND PROPOSED ACTIVITIES.



Cognitive

- Complete the activity on the worksheet provided.
- Create activities that involve all class members.

Psychomotor

- Explain coherently, using your own vocabulary, the relationship between personality, emotions, and feelings.

Affective

- Interpret an everyday situation related to emotions.

😊 INTELLIGENCES THAT ARE BOOSTED

Musical

- Appreciates and is stimulated by music
- Relaxes while learning
- Logical-mathematical
- Manages chains of reasoning
- Classifies and relates facts
- Prioritizes content based on its usefulness

Spatial

- Closely observes what is needed and focuses on it
- Locates himself within his surroundings
- Analyzes his movements before making them

Kinesthetic

- Uses all his senses in learning
- Practice fine motor skills



Interpersonal

- Relates affectively to others
- Tries to take outside opinions into account
- Gains confidence when speaking in public

Intrapersonal

- Expresses his feelings when expressing interest in grouping with one person or another
- Has an objective criterion of his abilities
- Externalizes his feelings, without fear of being affected

Linguistic

- Practice analytical reading
- Listens more attentively
- Speaks to communicate his ideas
- Writes what he needs to communicate
- Follows gestural instructions

4. Strategy: I want to be a great...

I WANT TO BE A GREAT...

● **SKILL WITH PERFORMANCE CRITERIA**

EFL 5.3.8. Identify and understand the main points in straightforward texts on subjects of personal interest or familiar academic topics.

● **Resources**

- More Friends for Me History Sheet
- Blindfold
- Worksheets related to the topic
- Student's Workbook
- Classroom materials

4.1. Process

TEACHING-LEARNING AND ACTIVITIES DETAILS

Warm-up

The student is presented with a piece of writing on the topic "My Future Profession."

They are asked to write a paragraph on the topic, using their left hand to engage the brain's hemispheres.

Then, a discussion takes place about the sensations they experienced when writing with a hand they are not used to and about the topic of the writing

Diagnosis of prior knowledge

Students are asked to look at the cards with pictures of professions and write a sentence about their likes and preferences.

The results of this exercise will be shared, and the quality of their writing and clarity of ideas will also be assessed.



Conceptualization of the topic

- The facilitator uses storytelling to impart theoretical knowledge.
- The student should take notes on what the facilitator is presenting and then present a summary.
- The summary will be presented using the fishbowl technique, in which students form two concentric circles. The smaller group on the inside discusses, while the larger group on the outside listens and observes.
- After this, a clear understanding of preferences will be obtained together.



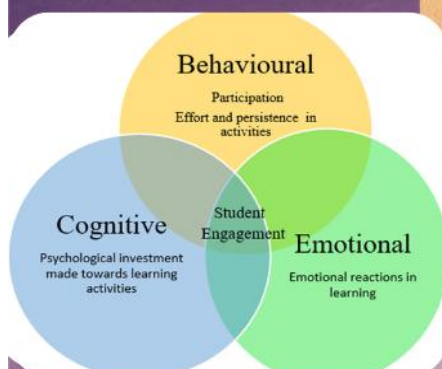
Relationship between tastes and preferences and language skills



- Groups of fruits are randomly formed.
- All groups are assigned four verbs to use to talk about their tastes and preferences.
- Once the exercise is complete, they are given the instructions for the group activity.
- Each group will choose one person who will be isolated for a moment until the other group member hides sheets of paper with the examples presented above inside the classroom. The person will be blindfolded and must search for each of the sheets following the instructions given by the other group members. Once the first one is found, it will be assigned to a group member who must solve it. This member cannot give instructions to the seeker. This process is repeated until the seeker also has a sentence to unscramble. The instructions must be clear and concise.
- The team that unscrambles all the sentences in the shortest time wins.

4.2. Assessment

FIELD TO BE EVALUATED AND PROPOSED ACTIVITIES



- **Cognitive**

Complete the activities on the worksheets.

- **Psychomotor**

The student will propose two ideas for how to use the proposed structures.

- **Affective and Cognitive**

The student must complete a self-assessment matrix.

INTELLIGENCES THAT ARE EVALUATED



Linguistics

- Listens more attentively.
- Speaks to communicate ideas.
- Writes what needs to be communicated.
- Follows gestural and oral instructions.

Logical-mathematical

- Manages chains of reasoning.
- Classifies and relates facts to numbers.
- Prioritizes content based on its usefulness.

Spatial

- Locates oneself within one's environment.
- Mentally maps one's environment.

Kinesthetic-bodily

- Uses all one's senses to locate oneself in space.
- Uses touch as the primary means of understanding one's environment.

Interpersonal

- Relates affectively to others.
- Tries to take external opinions into account.

Intrapersonal

- Becomes aware of one's own actions.
- Establishes the difficulties one has encountered in order to improve them.
- Has an objective assessment of one's abilities.

5. Strategy: I trust myself

I TRUST MYSELF

☉ SKILL WITH PERFORMANCE CRITERIA


O.EFL 5.3 Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.

RESOURCES

- POSITIVE AND NEGATIVE SELF-CONCEPT ATTITUDES SHEET
- STUDENT WORKBOOK
- CLASSROOM MATERIALS



5.1. Process



TEACHING-LEARNING AND ACTIVITIES DETAILS

WARM-UP

A slide is presented with motivational images and phrases in English that invite introspection and personal evaluation. Examples of phrases include: "Believe in yourself," "You are capable of great things," "Your attitude determines your direction."


DIAGNOSIS OF PRIOR KNOWLEDGE.



Students are asked to complete a brief self-assessment of their English level and their experience in past situations.

CONCEPTUALIZATION OF THE USE OF ENGLISH

- Dialogues are provided in English about past experiences. Students must read and understand the dialogues.
- Based on their reading, students must formulate questions about the topics covered in the dialogues.
- The questions are shared and answered jointly with the participation of all students.



RELATIONSHIP BETWEEN THE USE OF ENGLISH AND PERSONAL GROWTH AND SELF-CONCEPT



The student is presented with two lists of information. The first contains positive attitudes, and the second contains negative attitudes regarding each person's self-concept.

Examples:

- Positive attitudes: I am intelligent, God loves me, and I like how I look.
- Negative attitudes: I never achieve what I want, I have no friends, I am ugly.

The student is then asked to choose 10 positive and negative attitudes that characterize them and assign a positive numerical value to the positive attitudes and a negative value to the negative attitudes. The assignment can range from 1 (positive and negative) to 100 (positive and negative) and should be based on the intensity of the attitudes in their lives.

Example:

- I am intelligent: +100
- I have no friends: -50
- I like how I look: +67

Once they have assigned a value to each attitude, students can perform algebraic addition with them, obtaining a quantitative and qualitative result. Example:

$+100 - 50 + 67 = 117$ (Quantitative result)

I am intelligent - I have no friends + I like how I look = I should improve my relationship with others so they can get to know me (Qualitative result)

The student must perform at least 5 operations, and the results will be shared in class.

SELECTION AND APPLICATION OF APPROPRIATE COMMUNICATIVE PROCESSES FOR THE USE OF ENGLISH IN PAST SITUATIONS



- Using the same numbers as above, the student is asked to separate them into two groups: the positive group and the negative group.
- Students are encouraged to discover new processes that improve their performance through practice.
- Finally, the student is encouraged to perform the addition and subtraction process and show their results.

5.2. Assessment

FIELD TO BE EVALUATED AND PROPOSED ACTIVITIES

Cognitive

Do the following activities:

- Write a dialogue in English about a situation in the past.
- Solve communication problems in English.
- Complete English sentences related to past situations.

Psychomotor

Find the result of the addition (Use the method you think is appropriate):

$$- 23 + 38 - 23 + 56 + 23 - 9 + 5 - 100 + 45 - 45 + 69 - 2$$

Affective

Assign the following list of personal values positive and negative numbers as appropriate and perform 5 operations with the numbers you obtain:

- Be kind
- Lack empathy for others
- I am better than others
- Do good without expecting anything in return
- I have better things than others
- Greet older people



INTELLIGENCES THAT ARE ENHANCED



- **Logical-Mathematical:**

Applies appropriate algorithms to operate with whole numbers.

Handles chains of reasoning.

Classifies and relates facts to numbers.

Experiments with various values to add.

- **Interpersonal:**

Sets goals based on self but with a projection to society.

- **Intrapersonal:**

Prioritizes based on personal priorities.

Carefully reviews the content of what is to be examined to gain a personal perspective. Clearly identifies personal goals. Values own learning.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions:

- A low level of interpersonal intelligence has been identified, which negatively affects students' ability to interact and collaborate in the learning process.
- The level of oral communication skills in English is insufficient, which translates into poor performance in activities that require strong communication skills.
- There is a need to implement teaching strategies that promote the development of interpersonal intelligence and improve oral communication skills in English. Only in this way can the learning and academic performance of students at this educational level be optimized.

Recommendations:

- Design and integrate group activities that encourage interaction and collaboration among students. This may include team projects, debates, and group discussions, where students can practice interpersonal skills such as empathy, active listening, and conflict resolution.
- Incorporate regular English speaking practice sessions, using a variety of methods such as role-playing, presentations, and simulated conversations, integrating technological tools and multimedia resources that facilitate speaking practice and provide constructive and personalized feedback.
- Adapt teaching strategies to address students' diverse multiple intelligences, enabling them to apply their English knowledge in real-life and meaningful contexts.

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APPENDIX

APPENDIX A.

Multiple Intelligence Test

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCION EN ENSEÑANZA DE INGLÉS

TEST DE INTELIGENCIA DIRIGIDO A LOS ESTUDIANTES DE PRIMER AÑO DE
BACHILLERATO TÉCNICO – CONTABILIDAD DE LA UNIDAD EDUCATIVA
“NAPO”

DATOS REFERENCIALES:

Institución: UNIDAD EDUCATIVA “NAPO”

Fecha: _____

Participante: _____

Responsable: Myrian Andrea Rosero Valencia

Objetivo: Diagnosticar el desarrollo de las inteligencias múltiples en los estudiantes de Primer Año de Bachillerato Técnico de la Unidad Educativa “Napo”

INSTRUCCIONES:

Elija la respuesta acorde a su comportamiento, tome en cuenta las siguientes opciones: muy alto (MA), alto (A), medio (M) o bajo (B).

INTELIGENCIA LINGÜÍSTICA				
Característica	Nivel de manifestación			
	B	M	A	MA
Cuida de la caligrafía al escribir los ejercicios o cualquier texto				
Tiene buena memoria para los nombres, lugares, ciudades, fechas fórmulas, personajes				
Disfruta leer libros no importa del tema del que se traten				
Para comunicarse con los demás prefiere la comunicación verbal				
Su léxico es amplio e incluye lenguaje matemático				
Le agrada hablar acerca de lo que lee y de lo que escribe				
Cuando habla o escribe le interesa encontrar el término adecuado				
Le es fácil expresar con palabras lo que siente y piensa				
INTELIGENCIA LÓGICO-MATEMÁTICA				
Hace muchas preguntas acerca del funcionamiento de las cosas				
Hace operaciones aritméticas mentalmente con mucha rapidez				
Disfruta las clases de matemática				
Le gustan los juegos y rompecabezas que requieran de la lógica				

Le gusta clasificar y jerarquizar cosas				
Antes de actuar piensa en los pasos que debe seguir				
Le molesta la inexactitud y la improvisación				
Se desespera cuando algo no le sale como había planeado				
INTELIGENCIA ESPACIAL				
Cuando lee, aprovecha más las imágenes que las palabras				
Le gusta ver películas, diapositivas y otras presentaciones visuales				
La combinación de colores es importante en su vestuario				
En una fotografía se fija en la perspectiva y la iluminación				
Prefiere trabajar en lugares iluminados por la luz solar				
Se orienta bien de modo que casi nunca se pierde				
Le gusta la arquitectura y las obras de arte				
Se explica de mejor manera con dibujos				
INTELIGENCIA KINESTÉSICO- CORPORAL				
Se mueve o está inquieto cuando está sentado mucho tiempo				
Se destaca en uno o más deportes				
Le encanta desarmar cosas y volver a armarlas				
Imita muy bien los gestos y movimientos característicos de otras personas				
Apenas ve algo, lo toca todo con las manos				
Manifiesta sensaciones físicas diferentes mientras piensa o trabaja				
Disfruta trabajar con plastilina y otras cosas táctiles				
Opina que un gesto vale más que mil palabras				
INTELIGENCIA MUSICAL				
Recuerda las melodías de las canciones				
Toca un instrumento musical o canta en un grupo				
Se da cuenta cuando la música está desentonada o suena mal				
Es sensible a los ruidos ambientales, por ejemplo: la lluvia sobre el techo				
Si tiene tiempo libre le parece buena opción asistir a conciertos o escuchar música				
La música le inspira, de manera que rinde más cuando trabaja con música de fondo				
Le gusta inventar canciones sobre lo que hace				
Le gusta tararear mientras estudia				
INTELIGENCIA INTRAPERSONAL				
Demuestra sentido de independencia o voluntad fuerte				
Lleva un compás completamente diferente en cuanto a su estilo de vida y aprendizaje				
Tiene un interés o pasatiempo sobre el que no habla mucho				
Prefiere trabajar solo/a				
Expresa acertadamente sus sentimientos				
Es capaz de aprender de sus errores y logros en la vida				
Demuestra un gran amor propio				

Le incomoda tener que hablar de sus sentimientos				
INTELIGENCIA INTERPERSONAL				
Tiene características de líder natural				
Aconseja a los amigos que tienen problemas				
Pertenece a clubes, comités y otras organizaciones				
Disfruta enseñar informalmente a otras personas				
Tiene buen sentido de empatía o interés por los demás				
Para usted, una forma de descansar reside en convivir con las personas				
Prefiere convivir con otros que estar solo				
En una discusión entiende el punto de vista de las dos partes				
INTELIGENCIA NATURALISTA				
Disfruta del bosque cuando mira los árboles y escucha sus sonidos				
Por las noches tiene la costumbre de mirar las estrellas				
Siente que el contacto con la naturaleza le llena de energía				
En el lugar donde vive le gusta que haya plantas y flores				
Le agrada investigar sobre los animales y las plantas que desconoce				
Detecta y toma nota de los cambios producidos en su medio ambiente				
Compara unas especies con otras				
Se siente mejor en compañía de los animales que con las personas				

Appendix B.

Interpersonal Intelligence Test

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCION EN ENSEÑANZA DE INGLÉS

TEST DE INTELIGENCIA INTERPERSONAL DIRIGIDO A LOS ESTUDIANTES DE PRIMER AÑO DE BACHILLERATO TÉCNICO – CONTABILIDAD DE LA UNIDAD EDUCATIVA “NAPO”

DATOS REFERENCIALES:

Institución: UNIDAD EDUCATIVA “NAPO”

Fecha: _____

Participante: _____

Responsable: Myrian Andrea Rosero Valencia

Objetivo: Diagnosticar el desarrollo de la Inteligencia Interpersonal en los estudiantes de Primer Año de Bachillerato Técnico de la Unidad Educativa “Napo”

INSTRUCCIONES:

Elija la respuesta acorde a la escala de inteligencia interpersonal

5 = excelente 4 = Muy bueno 3 = bueno 2= justo 1 = deficiente

Habilidad interpersonal no. 1 ¿Cómo calificaría su capacidad para comprender a la gente?

	5	4	3	2	1
Escucho atentamente para lograr captar lo que están pensando.					
Me fijo en el lenguaje corporal de la gente para comprenderles mejor					
Para evitar mal entendidos, hago preguntas que aclaran lo que están diciendo.					

Soy capaz de notar lo que la otra persona está sintiendo					
Puedo descifrar las razones ocultas que motivan a la gente que conozco.					
SUMA					

Habilidad interpersonal no. 2 ¿Cómo calificaría su capacidad para expresar sus ideas y sentimientos con claridad?

	5	4	3	2	1
Digo únicamente lo suficiente como para que me entiendan					
La gente disfruta escuchándome.					
Soy capaz de explicar con claridad conceptos complicados					
Digo lo que pienso y lo que siento.					
SUMA					

Habilidad interpersonal no. 3 ¿Cómo calificaría su capacidad para definir sus necesidades?

	5	4	3	2	1
Soy decidido en cuanto a lo que haré o no haré por los demás					
Me expreso claramente cuando mis necesidades no se ven satisfechas					
Mantengo la calma y la confianza cuando encuentro oposición.					
Me mantengo firme en mi posición					
Puedo decir que "no" con habilidad y tacto.					
SUMA					

Habilidad interpersonal no. 4 ¿Cómo calificaría su capacidad para intercambiar opiniones y reacciones?

	5	4	3	2	1
Expreso mi aprecio y hago cumplidos sin problema					
Cuando critico a la gente, ofrezco sugerencias para que mejoren					
Con el fin de recoger distintos puntos de vista, pregunto a mucha gente					
Pregunto a los demás para mejorar mi actitud, no para oír cumplidos					
Escucho las opiniones y reacciones de los demás					
SUMA					

--	--	--	--	--	--

Habilidad interpersonal no. 5 ¿Cómo calificaría su capacidad para influir en lo que piensan y hacen los demás?

	5	4	3	2	1
Establezco una relación de confianza con lo demás antes de intentar persuadirlos					
Valoro los puntos de vista de los demás antes de intentar convencerlos de mis ideas					
Sostengo mi punto de vista con razones sólidas y convincentes.					
Doy tiempo a la gente para que reflexione acerca de lo que les he propuesto					
La gente no está a la defensiva cuando les doy consejos					
SUMA					

Habilidad interpersonal no. 6 ¿Cómo calificaría su capacidad para resolver conflictos?

	5	4	3	2	1
Pongo sobre el tapete las tensiones existentes entre la otra persona y yo					
Desde el principio, busco el acuerdo antes que la victoria					
Al negociar, me informo al detalle acerca de las necesidades e intereses de la otra persona					
Intento buscar una solución, en lugar de buscar culpables, cuando hay un punto muerto					
Cuando alcanzo un acuerdo, me aseguro de que ambas partes lo cumplen.					
SUMA					

Habilidad interpersonal no. 7 ¿Cómo calificaría su capacidad para colaborar con los demás?

	5	4	3	2	1
Solicito ayuda de los demás y les ayudo cuando me lo piden					
Rindo al máximo cuando el grupo necesita algo.					
Me concentro en el bienestar de los demás tanto como en el mío					
Informo a los demás de lo que hago, si esto les afecta					
Intento facilitar y coordinar los esfuerzos de los demás					
SUMA					

Habilidad interpersonal no. 8 ¿Cómo calificaría su capacidad para cambiar de rumbo?

	5	4	3	2	1
Cuando una relación no funciona, tomo la iniciativa para buscar una solución					
Soy capaz de reconocer pautas de comportamiento recurrentes en mis tratos con los demás					
Me avengo a hacer cambios importantes en mi forma de ser, aunque la culpa no sea mía					
Estoy dispuesto a correr riesgos si es necesario					
Soy flexible y resistente. Si las cosas no funcionan, me levanto de nuevo.					
SUMA					

SUMA TOTAL: _____

Appendix C

Oral Communication Skill Self-Assessment Test

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
MENCIÓN EN ENSEÑANZA DE INGLÉS
TEST DE AUTOEVALUACIÓN DIRIGIDA A LOS ESTUDIANTES DE PRIMER AÑO
DE BACHILLERATO TÉCNICO – CONTABILIDAD DE LA UNIDAD EDUCATIVA
“NAPO”**

DATOS REFERENCIALES:

Institución: UNIDAD EDUCATIVA “NAPO”

Fecha: _____

Participante: _____

Responsable: Myrian Andrea Rosero Valencia

Objetivo: Diagnosticar el nivel de competencia oral en inglés, antes y después de la intervención basada en las inteligencias múltiples en los estudiantes de Primer Año de Bachillerato Técnico de la Unidad Educativa “Napo”

- Instrucción: Lee cada afirmación cuidadosamente. Usa una escala de 1 a 5 para autoevaluarte, donde 1 es "No confío en absoluto" y 5 es "Muy confiado".

Áreas a Evaluar:

1. Pronunciación

	1	2	3	4	5
Puedo pronunciar correctamente las palabras en inglés.					
Mis compañeros y profesores pueden entenderme claramente cuando hablo en inglés.					
Me siento cómodo pronunciando palabras y frases nuevas en inglés.					

2. Fluidez

	1	2	3	4	5
Puedo hablar en inglés sin largas pausas.					
Puedo expresar mis ideas en inglés de manera fluida					
Me siento cómodo manteniendo una conversación en inglés.					

3. Vocabulario

	1	2	3	4	5
Tengo un amplio vocabulario en inglés.					
Puedo usar palabras y frases adecuadas en diferentes contextos.					
Me siento cómodo aprendiendo y usando nuevas palabras en inglés.					

4. Gramática

	1	2	3	4	5
Puedo construir oraciones correctamente en inglés.					
Me siento cómodo usando diferentes tiempos verbales en inglés.					
Puedo aplicar las reglas gramaticales correctamente cuando hablo en inglés.					

5. Interacción en conversaciones

	1	2	3	4	5
Puedo participar activamente en conversaciones en inglés					
Me siento cómodo haciendo preguntas y respondiendo en inglés					
Puedo entender y responder adecuadamente a las preguntas y comentarios de los demás en inglés.					

Appendix D

Interview with English Teachers

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCION EN ENSEÑANZA DE INGLÉS

GUÍA DE ENTREVISTA SOBRE EL PROCESO DE ENSEÑANZA-APRENDIZAJE DE LA ASIGNATURA DE INGLÉS.

Entrevista dirigida a docentes del Área de Inglés

DATOS REFERENCIALES:

Institución: UNIDAD EDUCATIVA “NAPO”

Fecha:

Participante:

Entrevistadora: Myrian Andrea Rosero Valencia.

Objetivo: Recolectar criterios de los docentes en cuanto al proceso de enseñanza-aprendizaje de la asignatura de Inglés.

Cuestionario:

1. ¿Dentro de su ética profesional incluye la innovación y actualización permanente?
¿Cómo lo hace?
2. ¿Qué entiende usted por innovación didáctica?
3. ¿Cómo cree usted que las estrategias utilizadas en el aula están ayudando a los estudiantes a mejorar su destreza comunicativa oral en inglés?
4. ¿Qué apoyo adicional necesitaría usted para implementar estas estrategias de manera más efectiva?
5. En la actualidad existen varias ideas sobre la Inteligencia, ¿Cuáles conoce usted?
6. Al momento de evaluar ¿Cómo lo hace?, ¿Qué técnicas utiliza? ¿Qué aspectos valora?

Appendix E

Validation of data collection instruments

Expert No. 1

Instrument 1. Multiple Intelligences Test



VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

Estimado profesional, usted ha sido elegido a participar en el proceso de evaluación del instrumento de investigación.

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es: **Diagnosticar el desarrollo de las inteligencias múltiples en los estudiantes de Primer Año de Bachillerato Técnico de la Unidad Educativa "Napo"**. Le solicitamos con base en su criterio y experiencia profesional, validar el presente instrumento para su aplicación.

Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable
------------------	------------------	-----------	-------------	-----------------

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					5	El contenido aborda de manera integral las diferentes capacidades propuestas por Howard Gardner, orientada a identificar, promover y fortalecer las inteligencias múltiples en los estudiantes, las preguntas son claras, pertinentes y alineadas con los objetivos de la investigación.	
Validez de criterio metodológico					5	La encuesta está diseñada utilizando una metodología clara, coherente, garantizando calidad y fiabilidad en los criterios recopilados cumple con los estándares necesarios para	

					recopilar datos relevantes y confiables, las preguntas están alineadas con los objetivos de la investigación, formuladas de manera clara y neutral, asegurando su aplicabilidad.	
Validez de intención y objetividad de medición y/o observación				4	La validez de intención y objetividad de medición u observación, garantiza que los datos recopilados reflejen de manera práctica y sin sesgos la realidad que se desea estudiar. La intención asegura que los instrumentos están alineados con los objetivos de la investigación midiendo exactamente lo que se pretende evaluar.	
Las preguntas responden a los objetivos de investigación				5	Las preguntas de la encuesta están directamente vinculadas con los objetivos de la investigación, asegurando que cada una de ellas contribuyan a obtener datos relevantes que respondan a la hipótesis del problema planteado.	
Total, parcial				4	15	
TOTAL	19/20 puntos					

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	

Nombres y apellidos	Washington Rufito Acosta Rivera
Grado Académico	Magister en Educación
Fecha	25-11-2024



FIRMA

Washington Rufito Acosta Rivera
Nombres y Apellidos

CC: 100124496-9

Nota: La validez deberá realizarse por cada del instrumento de investigación.

Appendix F

Validation of data collection instruments

Instrument 2. Interpersonal Intelligence Survey



VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

Estimado profesional, usted ha sido elegido a participar en el proceso de evaluación del instrumento de investigación.

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es: **Diagnosticar el desarrollo de la Inteligencia Interpersonal en los estudiantes de Primer Año de Bachillerato Técnico de la Unidad Educativa "Napo"**, le solicitamos con base en su criterio y experiencia profesional, validar el presente instrumento para su aplicación.

Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable
------------------	------------------	-----------	-------------	-----------------

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					5	Su contenido está adecuado al contexto y nivel de desarrollo de los estudiantes, utiliza un lenguaje claro y actividades pertinentes que permiten obtener datos representativos, asegurando un diagnóstico preciso que refleja el nivel de desarrollo de la inteligencia interpersonal de los estudiantes.	
Validez de criterio metodológico					5	El criterio metodológico asegura que las técnicas, instrumentos y procedimientos a aplicarse en la investigación sean consistentes, fiables y estén	

					alineados con los objetivos planteados, garantizando la recolección de datos relevantes mediante preguntas claras, estructuradas lógicamente, fortaleciendo la validez de la investigación	
Validez de intención y objetividad de medición y/o observación				5	La validez de la intención y objetividad de la medición de la inteligencia interpersonal en los estudiantes, asegura que las herramientas y métodos aplicados evalúen de manera precisa las habilidades sociales de los estudiantes. La objetividad garantiza mediante indicadores claros y específicos una evaluación consistente, asegurando que las conclusiones obtenidas, reflejen el nivel de desarrollo de esta inteligencia en los estudiantes.	
Las preguntas responden a los objetivos de investigación				5	Las preguntas están alineadas con los objetivos de la investigación sobre la inteligencia interpersonal en los estudiantes, cada pregunta aborda aspectos específicos, garantizando que los datos obtenidos contribuyan directamente a evaluar el desarrollo de la inteligencia interpersonal en los estudiantes y al cumplimiento de los objetivos de la investigación.	
Total parcial				20		
TOTAL					20/20 puntos	

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	
Nombres y apellidos	Washington Rufito Acosta Rivera
Grado Académico	Magister en Educación
Fecha	26-11-2014



FIRMA

Washington Rufito Acosta Rivera

Nombres y Apellidos

CC: 100124496-9

Nota: La validez deberá realizarse por cada del instrumento de investigación.

Appendix G

Validation of data collection instruments

Instrument 3. Oral communication competence self-assessment test



VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

Estimado profesional, usted ha sido elegido a participar en el proceso de evaluación del instrumento de investigación.

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es: **Diagnosticar el nivel de competencia oral en inglés, en los estudiantes de Primer Año de Bachillerato Técnico de la Unidad Educativa "Napo"**, le solicitamos con base en su criterio y experiencia profesional, validar el presente instrumento para su aplicación.

Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable
------------------	------------------	-----------	-------------	-----------------

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					5	El contenido está desarrollado en base a los estándares internacionales de enseñanza y evaluación del idioma inglés. Los ítems están diseñados para evaluar de manera integral los componentes esenciales de la competencia oral del inglés. El instrumento garantiza una alineación directa de los objetivos de aprendizaje y los indicadores de desempeño que se espera de los estudiantes en el ámbito de la comunicación oral.	
Validez de criterio metodológico					5	El criterio metodológico del instrumento utilizado para diagnosticar la competencia oral en inglés, se respalda en la utilización de enfoques	

					técnicos metodológicos reconocidos para la evaluación de habilidades comunicativas. Estos elementos metodológicos aseguran que el instrumento no solo mide lo que se propone evaluar, sino también lo hace siguiendo prácticas metodológicas basadas en evidencia.	
Validez de intención y objetividad de medición y/o observación				5	La intención de este instrumento es diagnosticar de manera precisa y sistemática el nivel de competencia oral en inglés de los estudiantes, evaluando aspectos claves como pronunciación, fluidez, gramática, vocabulario y coherencia discursiva. El procedimiento de aplicación está diseñado para asegurar uniformidad, garantizando que los estudiantes sean evaluados bajo las mismas condiciones. Los mecanismos de observación cumplen con los estándares de objetividad, lo que refuerza la confiabilidad de los resultados obtenidos.	
Las preguntas responden a los objetivos de investigación				5	Las preguntas formuladas en el instrumento han sido diseñadas para responder a los objetivos planteados en la investigación las cuales buscan diagnosticar el nivel de competencias oral en inglés de los estudiantes. Cada pregunta aborda un aspecto clave de las habilidades comunicativas orales como fluidez, coherencia, gramática y uso de vocabulario, los cuales son componentes esenciales para evaluar la competencia oral	

					de manera integral. Las preguntas garantizan una información precisa y útil para el análisis y las conclusiones de la investigación.	
Total parcial					20	
TOTAL	20/20 puntos					

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	
Nombres y apellidos	Washington Rufito Acosta Rivera
Grado Académico	Magister em Educación
Fecha	26-11-2024



FIRMA

Washington Rufito Acosta Rivera
Nombres y Apellidos

CC: 100124496-9

Nota: La validez deberá realizarse por cada del instrumento de investigación.

Appendix H

Validation of data collection instruments

Instrument No. 4. Teacher survey



VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

Estimado profesional, usted ha sido elegido a participar en el proceso de evaluación del instrumento de investigación.

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es: **Recolectar criterios de los docentes en cuanto al proceso de enseñanza-aprendizaje de la asignatura de Inglés**, le solicitamos con base en su criterio y experiencia profesional, validar el presente instrumento para su aplicación.

Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable
------------------	------------------	-----------	-------------	-----------------

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					5	El contenido está basado en aspectos como: innovación y actualización permanente que el docente debe saber dentro del proceso enseñanza-aprendizaje	
Validez de criterio metodológico					5	El diseño metodológico está adaptado a las necesidades y características del alumno y que el maestro debe dominar.	
Validez de intención y objetividad de medición y/o observación				4		La intención y objetividad de la encuesta permite que los datos recopilados sean imparciales, confiables y reproducibles, como también Los procedimientos de observación y medición pueden ser replicados y	

						auditados en el futuro fortaleciendo la credibilidad.	
Las preguntas responden a los objetivos de investigación					5	Las preguntas están formuladas de manera directa, clara y específica, captan la información necesaria que pretende el tema de investigación.	
Total parcial				4	15		
TOTAL	19/20 puntos						

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	

Nombres y apellidos	Washington Rufito Acosta Rivera
Grado Académico	Magíster en Educación
Fecha	25-11-2024



WASHINGTON RUFITO
ACOSTA RIVERA

FIRMA

Washington Rufito Acosta Rivera
Nombres y Apellidos

CC: 100124496-9

Nota: La validez deberá realizarse por cada del instrumento de investigación.

Appendix I

Validation of data collection instruments

Expert No. 2

Instrument No. 1. Multiple Intelligences Test



VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

Estimado profesional, usted ha sido elegido a participar en el proceso de evaluación del instrumento de investigación.

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es: **Diagnosticar el desarrollo de las inteligencias múltiples en los estudiantes de Primer Año de Bachillerato Técnico de la Unidad Educativa "Napo"**. Le solicitamos con base en su criterio y experiencia profesional, validar el presente instrumento para su aplicación.

Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable
------------------	------------------	-----------	-------------	-----------------

TEST DE INTELIGENCIAS MÚLTIPLES

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					X	<input type="checkbox"/> Abarca todos los dominios de la inteligencia múltiple. <input type="checkbox"/> Descriptores detallados y matizados. <input type="checkbox"/> Matriz de evaluación bien estructurada.	
Validez de criterio metodológico				X		<input type="checkbox"/> Enfoque de autoevaluación. <input type="checkbox"/> Escalas de calificación claras.	Recomendación: Considerar la validación por pares o expertos junto con la autoevaluación.
Validez de intención y objetividad de				X		<input type="checkbox"/> Mayormente preguntas objetivas.	Sugerencia: Incorporar

medición y/o observación						<input type="checkbox"/> Riesgo de sesgo de autoinforme.	observación o validación externa.
Las preguntas responden a los objetivos de investigación					X	<input type="checkbox"/> Perfectamente alineado con el objetivo de investigación de diagnosticar inteligencias múltiples. <input type="checkbox"/> Cobertura completa.	
Total parcial				8	10		
TOTAL	18/20 puntos						

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	X

Nombres y apellidos	Verónica Patricia Egas Villafuerte
Grado Académico	Magíster en Lingüística Aplicada a la Enseñanza Bilingüe español-inglés. Máster Universitario en Formación y Perfeccionamiento del Profesorado. Especialidad: Lengua española y Literatura.
Fecha	27 de noviembre de 2024

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Mg. Verónica Patricia Egas Villafuerte Nombres y Apellidos

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Nota: La validez deberá realizarse por cada del instrumento de investigación.

Appendix J

Instrument No. 2. Interpersonal Intelligence Test



VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

Estimado profesional, usted ha sido elegido a participar en el proceso de evaluación del instrumento de investigación.

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es: **Diagnosticar el desarrollo de la Inteligencia Interpersonal en los estudiantes de Primer Año de Bachillerato Técnico de la Unidad Educativa "Napo"**, le solicitamos con base en su criterio y experiencia profesional, validar el presente instrumento para su aplicación.

Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable
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Test de Inteligencia Interpersonal (Interpersonal Intelligence Test)

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					X	<input type="checkbox"/> Evaluación extremadamente detallada de las habilidades interpersonales. <input type="checkbox"/> Múltiples subdimensiones de la inteligencia interpersonal. <input type="checkbox"/> Escalas de calificación matizadas.	
Validez de criterio metodológico					X	<input type="checkbox"/> Evaluación sistemática a través de diferentes competencias interpersonales. <input type="checkbox"/> Marco de evaluación claro y estructurado.	

						<input type="checkbox"/> Descriptores de calificación precisos.	
Validez de intención y objetividad de medición y/o observación					X	<input type="checkbox"/> Generalmente objetivo. <input type="checkbox"/> Potencial sesgo de autoinforme.	<input type="checkbox"/> Recomendación: Triangular con observaciones externas.
Las preguntas responden a los objetivos de investigación					X	<input type="checkbox"/> Aborda directamente el desarrollo de la inteligencia interpersonal. <input type="checkbox"/> Integral y específico.	
Total parcial					4	15	
TOTAL	19/20 puntos						

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	X

Nombres y apellidos	Verónica Patricia Egas Villafuerte
Grado Académico	Magister en Lingüística Aplicada a la Enseñanza Bilingüe español-inglés. Máster Universitario en Formación y Perfeccionamiento del Profesorado. Especialidad: Lengua española y Literatura.
Fecha	27 de noviembre de 2027

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Mg. Verónica Patricia Egas Villafuerte

Nombres y Apellidos

Appendix K

Instrument 3. Self-assessment test of oral communication skills.



VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

Estimado profesional, usted ha sido elegido a participar en el proceso de evaluación del instrumento de investigación.

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es: **Diagnosticar el nivel de competencia oral en Inglés, en los estudiantes de Primer Año de Bachillerato Técnico de la Unidad Educativa "Napo"**, le solicitamos con base en su criterio y experiencia profesional, validar el presente instrumento para su aplicación.

Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable
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Test de Autoevaluación de Competencia Oral (Oral Competence Self-Assessment Test)

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					X	<input type="checkbox"/> Evaluación integral de la competencia oral. <input type="checkbox"/> Cubre pronunciación, fluidez, vocabulario, gramática e interacción. <input type="checkbox"/> Escala de confianza detallada de 1 a 5.	
Validez de criterio metodológico				X		<input type="checkbox"/> Enfoque de autoevaluación. <input type="checkbox"/> Metodología de calificación clara.	<input type="checkbox"/> Sugerencia: Complementar con evaluación basada en el desempeño.
Validez de intención y objetividad de				X		<input type="checkbox"/> Autorreflexión estructurada.	Recomendación: Validación externa de la competencia lingüística.

medición y/o observación						<input type="checkbox"/> Potencial sesgo de confianza.		
Las preguntas responden a los objetivos de investigación					X	<input type="checkbox"/> Perfectamente alineado con los objetivos de diagnóstico de la competencia oral. <input type="checkbox"/> Sistemático y completo.		
Total parcial				8	10			
TOTAL	18/20 puntos							

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	X

Nombres y apellidos	Verónica Patricia Egas Villafuerte
Grado Académico	Magíster en Lingüística Aplicada a la Enseñanza Bilingüe español-inglés. Máster Universitario en Formación y Perfeccionamiento del Profesorado. Especialidad: Lengua española y Literatura.
Fecha	27 de noviembre de 2024

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Nombres y Apellidos

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Nota: La validez deberá realizarse por cada del instrumento de investigación.

Appendix L

Instrument 4. Teacher survey.



VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

Estimado profesional, usted ha sido elegido a participar en el proceso de evaluación del instrumento de investigación.

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es: **Recolectar criterios de los docentes en cuanto al proceso de enseñanza-aprendizaje de la asignatura de Inglés**, le solicitamos con base en su criterio y experiencia profesional, validar el presente instrumento para su aplicación.

Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable
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GUÍA DE ENTREVISTA

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido				X		<input type="checkbox"/> Cubre aspectos clave del proceso de enseñanza del inglés. <input type="checkbox"/> Las preguntas son claras y relevantes.	Mejora potencial: Más preguntas de sondeo.
Validez de criterio metodológico				X		<input type="checkbox"/> Formato de entrevista semi-estructurada permite flexibilidad. <input type="checkbox"/> Alineado con los objetivos de investigación.	Recomendación: Considerar la estandarización de posibles preguntas de seguimiento.
Validez de intención y objetividad de					X	<input type="checkbox"/> Lenguaje neutral.	

medición y/o observación						<input type="checkbox"/> Preguntas abiertas minimizan el sesgo del investigador. <input type="checkbox"/> Fomenta respuestas honestas y reflexivas.	
Las preguntas responden a los objetivos de investigación					X	<input type="checkbox"/> Directamente vinculadas a los objetivos de investigación. <input type="checkbox"/> Cobertura completa del proceso de enseñanza-aprendizaje.	
Total parcial					8	10	
TOTAL	18/20 puntos						

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	X

Nombres y apellidos	Mg. Verónica Patricia Egas Villafuerte
Grado Académico	Magíster en Lingüística Aplicada a la Enseñanza Bilingüe español-inglés. Máster Universitario en Formación y Perfeccionamiento del Profesorado. Especialidad: Lengua española y Literatura.
Fecha	27 de noviembre de 2024

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Mg. Verónica Patricia Egas Villafuerte Nombres y Apellidos

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Appendix M

Expert 3

Instrument 1. Multiple Intelligence Test



VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

Estimado profesional, usted ha sido elegido a participar en el proceso de evaluación del instrumento de investigación.

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es: **Diagnosticar el desarrollo de las inteligencias múltiples en los estudiantes de Primer Año de Bachillerato Técnico de la Unidad Educativa "Napo"**. Le solicitamos con base en su criterio y experiencia profesional, validar el presente instrumento para su aplicación.

Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable
------------------	------------------	-----------	-------------	-----------------

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					5	El contenido aborda las diferentes inteligencias que se puede aplicar con los estudiantes en sus diferentes facetas de la enseñanza direccionados a los objetivos de investigación.	
Validez de criterio metodológico					5	La metodología está clara, confiable de acuerdo a la planificación de las preguntas planteadas para la aplicación de la encuesta.	
Validez de intención y objetividad de					5	La validez de intención y objetividad de medición u observación, garantiza que	

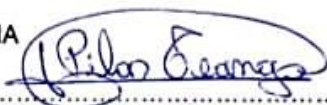
medición y/o observación						los datos recopilados reflejen de manera práctica, alineados a obtener datos precisos.		
Las preguntas responden a los objetivos de investigación					5	Las preguntas están coherentes con los objetivos planteados en la investigación alcanzar datos reales es el objetivo.		
Total parcial					20			
TOTAL	20/20 puntos							

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	

Nombres y apellidos	María del Pilar Teanga Solano
Grado Académico	Magister en Educación
Fecha	05/12/2024

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María del Pilar Teanga

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Appendix N

Instrument 2. Interpersonal Intelligence Test



VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

Estimado profesional, usted ha sido elegido a participar en el proceso de evaluación del instrumento de investigación.

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es: **Diagnosticar el desarrollo de la Inteligencia Interpersonal en los estudiantes de Primer Año de Bachillerato Técnico de la Unidad Educativa "Napo"**, le solicitamos con base en su criterio y experiencia profesional, validar el presente instrumento para su aplicación.

Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable
------------------	------------------	-----------	-------------	-----------------

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					5	El contenido del cuestionario, el investigador promover y El contenido del cuestionario fortalece las inteligencias múltiples en los estudiantes, las preguntas son claras, pertinentes y alineadas con los objetivos de la investigación.	
Validez de criterio metodológico				4		La validez de criterio metodológico se asegura que los resultados obtenidos sean confiable, precisa dentro de la aplicación de la encuesta.	
Validez de intención y objetividad de				4		La validez de intención y objetividad de medición u observación, garantiza que los datos reflejen	

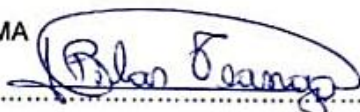
medición y/o observación						resultados positivos. La intención asegura que los instrumentos están alineados con los objetivos de la investigación midiendo exactamente lo que se pretende evaluar.	
Las preguntas responden a los objetivos de investigación					5	Las preguntas están alineadas con los objetivos de la investigación sobre la inteligencia interpersonal, cada pregunta aborda aspectos específicos, garantizando que los datos obtenidos contribuyan directamente a evaluar el desarrollo del cuestionario de investigación	
Total parcial					18		
TOTAL	18/20 puntos						

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	

Nombres y apellidos	María del Pilar Teanga Solano
Grado Académico	Magíster en Educación
Fecha	05/12/2024

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María del Pilar Teanga

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Appendix O

Instrument 3. Oral Communication Skills Self-Assessment Test



VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

Estimado profesional, usted ha sido elegido a participar en el proceso de evaluación del instrumento de investigación.

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es: **Diagnosticar el nivel de competencia oral en inglés, en los estudiantes de Primer Año de Bachillerato Técnico de la Unidad Educativa "Napo"**, le solicitamos con base en su criterio y experiencia profesional, validar el presente instrumento para su aplicación.

Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable
------------------	------------------	-----------	-------------	-----------------

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					5	El contenido está desarrollado en base a los objetivos planteados de la enseñanza y evaluación del idioma inglés. Las preguntas están diseñadas para evaluar de manera integral los componentes esenciales de la competencia oral del inglés. El instrumento garantiza una aplicación directa.	
Validez de criterio metodológico					5	El criterio metodológico del instrumento utilizado para diagnosticar la competencia oral en inglés, se respalda en la utilización de enfoques técnicos metodológicos reconocidos para la	

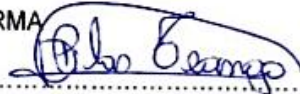
					evaluación de habilidades comunicativas.	
Validez de intención y objetividad de medición y/o observación				5	La intención de este instrumento es diagnosticar de manera precisa y sistemática el nivel de competencia oral en inglés de los estudiantes, evaluando aspectos claves como pronunciación, fluidez, gramática, vocabulario y coherencia discursiva. El procedimiento de aplicación está diseñado para asegurar uniformidad, garantizando que los estudiantes sean evaluados bajo las mismas condiciones.	
Las preguntas responden a los objetivos de investigación				5	En las preguntas se observan el diseñadas para desarrollar habilidades comunicativas orales como fluidez, coherencia, gramática y uso de vocabulario. Las preguntas formuladas en el instrumento han sido deliñadas para responder a los objetivos planteados en la investigación las cuales buscan diagnosticar el nivel de competencias oral en inglés de los estudiantes.	
Total parcial				20		
TOTAL	20/20 puntos					

Puntuación

De 4 a 11: No Válida Reformular	
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De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	
Nombres y apellidos	María del Pilar Teanga Solano
Grado Académico	Magíster en Educación
Fecha	05/12/2024

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Appendix P

Instrument 4. Teacher Survey



VALIDEZ DEL INSTRUMENTO DE INVESTIGACIÓN

Estimado profesional, usted ha sido elegido a participar en el proceso de evaluación del instrumento de investigación.

Agradecemos de antemano sus aportes que permitirán validar el instrumento y obtener información válida, criterio requerido para la investigación. A continuación, le presentamos una lista de cotejo, sírvase analizar y cotejar el instrumento de investigación cuyo objetivo es: **Recolectar criterios de los docentes en cuanto al proceso de enseñanza-aprendizaje de la asignatura de Inglés**, le solicitamos con base en su criterio y experiencia profesional, validar el presente instrumento para su aplicación.

Para cada criterio se debe considerar la siguiente escala

1 Nada aceptable	2 Poco aceptable	3 Regular	4 Aceptable	5 Muy aceptable
------------------	------------------	-----------	-------------	-----------------

CRITERIO DE VALIDEZ	PUNTUACIÓN					ARGUMENTO	OBSERVACIONES Y/O SUGERENCIAS
	1	2	3	4	5		
Validez de contenido					5	En cuanto a la validación de contenido está claros los aspectos para el proceso de enseñanza-aprendizaje, poniendo en práctica estrategias innovadoras para motivar a los estudiantes, utilizando la inteligencia artificial.	
Validez de criterio metodológico					5	La metodología está acorde a las necesidades de los estudiantes para que el maestro pueda trabajar en el aula, con métodos más activos.	
Validez de intención y objetividad de					5	La encuesta permita tener claro el propósito sobre la	

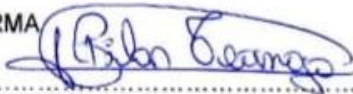
medición y/o observación						objetividad y medición de la recolección de datos		
Las preguntas responden a los objetivos de investigación					5	Las preguntas están formuladas de manera clara concisas y precisas de acuerdo al proceso de enseñanza-aprendizaje para la investigación planificada.		
Total parcial					20			
TOTAL	20/20 puntos							

Puntuación

De 4 a 11: No Válida Reformular	
De 12 a 14: No Válida Modificar	
De 15 a 17: Válida mejorar	
De 18 a 20: Válida Aplicar	

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Appendix Q

Permission to apply instruments



AUTORIZACIÓN

Autorizo a Myrian Andrea Rosero Valencia, Maestrante en Pedagogía de los Idiomas Nacionales y Extranjeros, Mención en Enseñanza de Inglés de la Universidad de Politécnica Estatal de Carchi para realizar una encuestas a los estudiantes de Primero de Bachillerato Técnico - Contabilidad, paralelo "A" y "B", y entrevista a los docentes del área de Inglés, las cuales abordaran el tema **"LAS INTELIGENCIAS MÚLTIPLES EN EL DESARROLLO DE LA DESTREZA SPEAKING EN LOS ESTUDIANTES DE BACHILLERATO"** con fines académicos esto no compromete la integridad del entrevistador, ni del entrevistado, ya que es absolutamente educativo.

He comprendido que le entrevista y las encuestas se llevarán a cabo el lunes 09 de diciembre del 2024, con la duración de 15 minutos aproximadamente, en caso de necesitar evidencias fotográficas de los estudiantes se solicita enviar la autorización correspondiente para que firmen los padres de familia faculten.

Solicito a la maestrante que la información derivada de esta evaluación sea confidencial y protegida siendo usada solamente para objetivos académicos que les permita a los Maestros desarrollar su Proyecto de Investigación como trabajo culminado de sus estudios de Posgrados.

Como constancia firmo a los 28 días del mes de noviembre de 2024.

MSc. Joconda Paulina Hallo Vargas
RECTORA DE LA UNIDAD EDUCATIVA NAPO



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