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THESIS REPORT

**THE INFLUENCE OF MULTIPLE INTELLIGENCES ON THE DEVELOPMENT
OF STUDENTS' ENGLISH LANGUAGE LEARNING SKILLS**

TESIS DE GRADO

**LA INFLUENCIA DE LAS INTELIGENCIAS MÚLTIPLES EN EL
DESARROLLO DE LAS HABILIDADES DE APRENDIZAJE DEL IDIOMA
INGLÉS EN LOS ESTUDIANTES**

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Final approval and acceptance of this dissertation is contingent upon the candidate's submission of the final copies of the dissertation to the Graduate College. I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

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STATEMENT BY THE AUTHOR

I, Aarón Gonzalo Angulo Ortiz affirm that the investigation in the present report research is totally unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and PUCE Esmeraldas

Aarón Gonzalo Angulo Ortiz

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ABSTRACT

To evaluate the influence of multiple intelligences on the development of English language proficiency in the students of the Sagrado Corazón High School, Esmeraldas 2022, a qualitative-quantitative investigation was carried out, with a population and sample of 28 students. The methods were analysis, synthesis, hermeneutics and descriptive statistics, applied with the survey technique. Apart from a survey, a test was also carried out based on the four main English skills to see how they had developed them. The first result was that 32% of the students have developed musical intelligence. On the other hand, it was evidenced that 100% have problems in listening and 82% in speaking. Finally, it was proposed that activities should be carried out based on the skills that have the most failures and relate them to the intelligence that is most developed, which means that activities based on music must be carried out, which is very important because through it they develop better listening and speaking.

Key words: Multiple intelligences, learning skills, teaching-learning process

RESUMEN

Para evaluar la influencia de las inteligencias múltiples en el desarrollo del dominio del idioma inglés en los estudiantes del Colegio Sagrado Corazón, Esmeraldas 2022, se llevó a cabo una investigación cuali-cuantitativa, con una población y muestra de 28 estudiantes. Los métodos fueron análisis y síntesis, hermenéutica y estadística descriptiva, aplicados con la técnica de encuesta. Aparte de una encuesta también se realizó un test basado en las cuatro habilidades principales del inglés para ver cómo las tenían desarrolladas. Se dio como resultado primero que 32% de los estudiantes tienen desarrollada la inteligencia musical. Por otro lado, se evidenció que el 100% tiene problemas en escucha y el 82% en habla. Por último, se propuso que hay que realizar actividades basadas en las habilidades que más fallas tienen y relacionarlas con la inteligencia que más desarrollada tienen, lo que significa que se tienen que hacer actividades basadas en la música lo cual es muy importante porque por medio de ella desarrollan un mejor escucha y habla.

Palabras clave: Inteligencias múltiples, destrezas de aprendizaje, proceso de enseñanza-aprendizaje

INTRODUCTION

Theme Presentation

Along with the development of technology, many aspects in the world of science have been improved and updated. One of the most recognized aspects has been that of intelligence, where a single classificatory concept is overcome by a diverse and heterogeneous one. For many years, intelligence was understood as the ability to achieve greater successes in a test, associating its results with a certain level of IQ. But Gardner (2004) appeared breaking the fear of talking about such and abilities, openly declaring the existence of different types of intelligence in people.

Gardner (2004) helped to overcome the traditionalist and academic idea of the "G" factor and open a range of possibilities for people, beyond their connection to studies and their cultural level. In his theory, Gardner posits the existence of eight intelligences: logical-mathematical intelligence, linguistic intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, intrapersonal intelligence, interpersonal intelligence, and naturalistic intelligence. (p. 11)

In addition, the term intelligence is "the ability to solve problems or create products that are valuable in one or more cultural environments" (Gardner, 2016, p. 3)

A high tendency has been evidenced in the use of strategies based on the theory of multiple intelligences at the initial, primary, secondary and high school levels of the educational system at an international level, since it allows to attend to the diverse needs of the students and work from an inclusive education (Nadal, 2015)

The contribution of the multiple intelligences theory for learning styles is essential, first of all because it leads to conceive students as subjects who learn in different ways, which implies that the same content must be presented in various ways so that it can be assimilated by a greater number of students. Secondly, and based on its principles, it puts students on an equal level in terms of ability and interests, clarifying that not everyone learns in the same way and that no one can learn everything. Thirdly, the existence of eight intelligences calls into question the teaching system based fundamentally on linguistics and logico-mathematics, since it leaves behind the formation and consolidation of the other six, which in some students may be the most developed. (Suarez, Maiz, & Meza, 2010, pág. 90)

What has been exposed so far highlights the importance of the theory of multiple intelligences in education, by breaking the classic paradigms of the learning process, raising the need for new forms of teaching that encompass the different types of intelligence. When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills": Listening, Speaking, Reading and Writing

Problem statement

The Ministry of Education of Ecuador has demanded throughout this time that a quality and warm education be used in all students in English for what is known as a world language, considering an inclusive policy. Therefore, teachers look for the best methodologies and theories to improve the English language. Despite all the efforts made by the Ministry together with educational institutions and teachers, the level of English of the majority of students is not good enough to be able to enter universities since there is a requirement that in order to enter a university must have a good level of English upon graduation.

On the other hand, it is shown that, due to the lack of knowledge and economic resources, there is a need for communication skills. This leads us to realize that there is a very strong and negative reality to be able to develop English in the best possible way because the context and environment of students also affects the development of their learning. For this reason, many learning theories have been generated which reflect that the context and the student's environment greatly influences their teaching-learning process. On the other hand, a theory has been created which speaks of the fact that students do not learn from a single way and that they possess different types of intelligences. It is necessary to find a solution to this problem of demotivation in students, for that reason they must be influenced through things that they are good at and like. In this case, the best way to develop their knowledge is developing their intelligences in the classroom and see how those intelligences influence in their English language learning process. That is why the following question is generated:

What is the influence of multiple intelligences on the development of English language learning skills in high school students?

Justification

This research helped with the development of English in high school students from the city of Esmeraldas because they are usually taught in a banking way, but this time the theory of multiple intelligences will be used as a teaching-learning object, as well as through techniques and methods, they manage to learn English through things that are good and pleasant for them, resulting in a better development of language skills, which are listening, speaking, reading and writing. On the other hand, this research contributed to education of English in Esmeraldas therefore they become aware that the environment and the context greatly influence the learning process of students so that parents can raise children in a positive environment.

Objectives

General Objective

To evaluate the influence of multiple intelligences on the development of the students' English language skills at Sagrado Corazón High School, Esmeraldas, 2022

Specific objectives

1. To determine the type of multiple intelligences most developed by students during their teaching-learning process
2. To diagnose the students' English language skills
3. To determine which activities can be carried out in class based on the students' main multiple intelligences to develop their English language skills

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Scientific Theoretical Foundation

1.1.1. The Theory of Multiple Intelligences

The theory of multiple intelligences was exposed by the North American psychologist Howard Gardner to refute the paradigm of the single intelligence. According to Gardner (1998) "the human being develops different types of intelligence" that is why he does not object to the meaning of intelligence which is the ability to work problems out. (p. 96)

Gardner together with his assistants from Harvard University made it known that academic intelligence (obtaining academic merit) is not something that determines the intelligence of people. One of the great examples that Gardner shows is when there are people who get good grades in school or university, but have problems when it comes to socializing with other people or dealing with problems in their lives. Gardner along with his assistants could affirm that Stephen Hawking is not more intelligent than Leonel Messi, otherwise each of them develops a different type of intelligence.

Another important point is the one explained by Gardner where there are situations in which people have highly developed cognitive abilities, and others less developed. This is the case for people with Savant Syndrome. A clear example of a Savant is Kim Peek, who despite having little reasoning ability, could memorize maps and entire books in detail. These types of different cases made Gardner think that intelligence as such does not exist, but there are actually many independent intelligences.

1.1.1.2. The eight types of multiple intelligences

Gardner's theory has so far succeeded in finding eight different types of intelligence. Next, the eight intelligences that have been proposed in the theory will be discussed.

Linguistic Verbal: The ability to communicate is a very important skill that all human beings should keep in mind. This intelligence refers to the fact of being able to communicate correctly and not only verbally but also through gestures and in writing. We have this intelligence (like the others) as human beings, but unfortunately

not all people can express their ideas correctly and therefore they do not have this intelligence developed.

Logical-mathematical: For many years, logical-mathematical intelligence has been the one that has represented intelligence as such. For a long time, there has been a stereotype that if you have correctly developed this intelligence, you are gifted, even intelligence quotient (IQ) tests predominate mathematical logic activities. This intelligence clearly as it says is based on the knowledge about mathematics and the logic that they have. It is very important to emphasize that for Gardner a person who has this intelligence more developed does not make him superior to another.

Visio-Spatial: It is the ability to recognize images in our brain. People who have developed this intelligence can have mental images in their head, they can also draw easily because they have the image in mind and detect details, as well as a personal sense of aesthetics.

Musical: Music is usually art and in every culture music represents something within it because wherever you go there is music. That is why this intelligence is well developed in all human beings because music is everywhere. Certain areas of the brain have the opportunity to perform and compose music. When this intelligence is developed, you are also able to recognize musical sounds or be able to compose.

Bodily-kinesthetic: The body skills necessary to control tools or express certain emotions represent an important aspect when looking at the development of cultures throughout history. The ability to use tools is considered bodily kinesthetic intelligence. On the other hand, more intuitive abilities are traced, such as the use of bodily intelligence to express feelings through the body.

Intrapersonal: Intrapersonal intelligence refers to having the power to know ourselves internally, which means we have the ability to have an introspection of ourselves. This intelligence is a bit difficult to develop because knowing ourselves is our greatest and most difficult duty. People who have developed this type of intelligence have the opportunity to manage their emotions correctly.

Interpersonal: Interpersonal intelligence gives us the opportunity to interpret attitudes or actions of other people that go beyond the superficial that may appear in their body or actions. People who have this interpersonal intelligence know about body language or have a very good intuition.

Naturalistic: We all have developed naturalist intelligence because it helps us to know everything that surrounds us, our environment, everything that has to do with nature and also the physical phenomena that are in it. (Regader, 2015a, pág. 7)

1.1.1.3. The multiple intelligences in education

Gardner (1998) confirms that all people possess each of the eight types of intelligence, although each person emphasizes one more than another, which means that none of the eight is more important or valuable than the others, they all matter. In general, a large part of them is needed to be able to solve situations in our lives, regardless of the profession that it is. At the end of the day, most jobs require the use of all types of intelligences.

The education that takes place in the classroom is generally focused on offering content and procedures focused on evaluating the first two types of intelligence, which are verbal-linguistic and logical-mathematical intelligence. However, this may be insufficient in the project of fully educating students of their potentialities. The need for a major change in the teaching-learning process was brought into debate thanks to the theory of multiple intelligences proposed by Howard Gardner.

On the other hand, Howard Gardner has pointed out that what is important in his theory is not the eight intelligences that he proposes, but rather the conceptualization of human cognition as parallel processes that are relatively independent of each other. For this reason, he has pointed out several times that possibly the multiple intelligences are not the ones he proposed, but others that he has not taken into account or that he groups under the name of a single intelligence. (Regader, 2015b, pág. 7)

1.2. Language skills

1.2.1. What are Language skills?

Any activity you do academically, reading an article, writing an essay, listening to an audio or speaking in class, needs communication. Regardless of where students are, whether with their peers or authorities, communication is important and necessary. Language skills are communication abilities that help learners convey their ideas accurately. Not only they learn to speak but they also learn to pay attention and listen correctly.

Writing clearly and briefly is a skill considered essential in a classroom. Reading helps a lot to make sense of texts.

Developing language skills helps turn students into effective and competent communicators, who know how to get from point A to B without problems.

1.2.1.2. The four main skills

The most important language skills that a teacher must develop in students in the classroom in order to improve the English teaching-learning process are listening, speaking, reading and writing. These four skills are essential when teaching because they will help students improve their English level. Next, each of the language skills and their function in the teaching-learning process of the students will be mentioned.

Listening: Listening is more than hearing because when you are listening you are paying attention in what they are talking or speaking. Hearing is when you don't care what are they talking you just hear words but don't pay attention. Listening is very helpful for students to understand everything in the classroom with his/her classmate and teacher.

Reading: When students are reading they are understanding the texts they are observing, students in this case analyze the topic, main topic and conclusion about the text. Reading well is an important part for students to gain knowledge and vocabulary.

Speaking: In this case students must have vocabulary and good pronunciation because when you are speaking, you are giving a message to people. It is important to speak fluently so students and teacher can understand the point you are saying.

Writing: Last but not least, there is the writing skill where students can express their ideas in a paper. This part is so important for them because if you don't know how to write, you won't be able to make written exams or reports. It is necessary students learn this skill because is one of the most important skill students are going to develop.

These four language skills form the pillars of effective, impactful and solid communication in the classroom. Developing, refining, and perfecting these skills will help them make progress in any subject, especially English. (Humes, 2021)

1.3. Learning theories

1.3.1. Lev Vygotsky's sociocultural theory

Lev Vygotsky's sociocultural theory emphasizes the proactive participation of children with the environment where they are or surrounds them, cognitive development being the result of a collaborative process. Vygotsky (1978) supported the idea that children develop their learning through social interaction, which means that they gain new and better cognitive skills as a logical process of their immersion in a way of life.

Which means if the little one is in a positive environment, it will correctly influence their learning process. Any activity that the little infant achieves in a shared way will help him understand the ways of thinking and behaving in society or environment, becoming the owner of them (Regader, 2015c, p. 7)

1.3.1.2. Zone of proximal development

According to Vygotsky (1978), the role of adults or more advanced peers is to support, direct and organize the child's learning, in the previous step before he is able to master these facets, having internalized the behavioral and cognitive structures that the activity calls for. This orientation is more practical to offer help to children to pass the zone of proximal development that we could understand as a connection between what they already manage to do and what they still haven't. Little ones who are in the zone of proximal development and have an exact task could be close to being able to do it on their own, but they still have to integrate some thinking key. However, with the right support and help, they can achieve the task successfully. As they cover collaboration, supervision and responsibility in learning, the infant progresses adequately in the formation and consolidation of their new knowledge and learning.

1.3.2. Jean Piaget's constructivist theory

Constructivism is an important part of psychology, which talks about the way we understand and interpret the world around us. This branch of psychology tells us that the world does not have to be the same for everyone, but that the same situation can have different readings for each person. With Piaget (1973), the most important aspects of the theory of constructivism is understood. Jean Piaget was a Swiss epistemologist, biologist, and psychologist. He specialized in learning and how little ones learned. He did many studies for which he is considered one of the great authors in constructivist psychology.

Piaget mentioned in his theory how humans were capable of interpreting the world. He described how the environment, intelligence and genes were the influencers for each human being to create his own world. When Piaget carried out the Binet-Simon Test he noticed interesting results. When he saw the answers of many people, he realized that there were certain patterns that were repeated in young people, errors in repetitive intelligence tests in children. It was then that Piaget realized something curious, and that is that the world was not understood in the same way by adults as by children and there were a series of features that differentiated it.

He did some studies based to a greater extent on the great analysis he carried out on his children. In his work he mentioned the importance of genetics in learning, but at the beginning he mentioned that genes were not everything, socio-environmental factors also influenced the child's learning process. Piaget also mentioned that intelligence and cognitive ability were linked to the physical and social environment. For Piaget, logic was the basis of knowledge, and cognitive ability developed even before speaking. In this theory, Piaget speaks of two processes which are: assimilation and accommodation.

1.3.3. Albert Bandura's social learning theory

1.3.3.2. The Bobo Doll Experiment

Earlier, there was a tendency to believe that violence helps to calm the observer, which Freud called catharsis. American psychologist Bandura (1961) decided to test the validity of this theory of catharsis and conducted an experiment called the Bobo doll. Albert Bandura's Bobo doll experiment was based on the selection of several children from Stanford University's kindergarten and divided into three groups.

The first group showed how the adults beat the Bobo doll, the second group showed how the adults treated the Bobo doll well, and the third group showed how the adults did not play with the Bobo doll. The results of this experiment were very good because they found out that the children of the first group have an aggressive attitude towards the dolls and the children of the other two groups have a positive attitude towards the dolls and they only play with them or not. nothing. Years later Bandura did this experiment again but this time using television, the first experiment the children went to the adults live but this time the children would see the adults on television, adults being aggressive with the dolls, being loving and others doing nothing, and the results were pretty much the same. What Bandura wanted to understand through this experiment is that the environment greatly influences the development of children.

1.3.3.3. Social Learning Theory

The Social Learning Theory is based on the idea that children learn in a social context by observing and imitating the behavior they see. It also reinforces the idea that the child is influenced by the influence of others. It is based on three key concepts. People can learn through observation, their mental state influences this learning process, and just because they learn something doesn't mean it will change their behavior.

Bandura explains that it would be very dangerous for people to learn only through experience, as they previously believed, instead of observing others and learning from their actions. For example, if a student cheats on an exam and is punished by the teacher, the classmates can see the consequences of their behavior and know that the behavior is wrong. "Fortunately, in most humans, behavior is learned through observation through modeling," says Bandura. "Observing others can give you insight into how new behaviors are performed, and later this coded information serves as a guide to behavior" (1977).

In his study, Bandura described social learning as four principles:

1. Attention: Learning requires concentration and attention. Children, especially, are more likely to pay attention when they see something new or different.
2. Retention: Internalize the information you just learned and keep it in your memory.
3. Playback – Replay previously hidden information and use it when needed, such as during an exam.
4. Motivation: You can't do anything without motivation. This motivation can arise when you observe someone being rewarded or criticized for doing or not doing something.

Building on his experience with bobo dolls, Bandura developed a learning model that departed from the belief at the time that seeing acts of violence was cathartic and made viewers less aggressive. He showed that learning is social because it involves community. Students learn from the behavior of their parents, teachers, and peers as well as topics discussed in class.

With advances in technology, social learning theory has spawned many new studies focusing on meta-analysis of social media, media enjoyment or media effects. According to Delgado (2019) recently, this theory has gained new momentum because of the tales of social learning surrounding video games and the controversy over their ability to foster violence in children and adolescents.

1.3.4. Humanistic Approach

The humanistic approach constitutes one of the challenges of education at all levels, for which, it is done evident the need to break with the schemes traditional. González (2010) affirms that the humanistic formation must be directed towards “the active participation of the student in their learning, in the processes of communication and cooperation based on teamwork, in which everyone can learn from everyone; by promoting the development of critical and reflective thinking that fosters cognitive and affective rapprochement with the object knowledge for the development of certain attitudes and behaviors”. (p.22)

In correspondence with the above, the teacher has the mission of preparing the classes, taking into consideration that tasks and exercises should be characterized by stimulating autonomy, reflection, self-assessment. On the other hand, keep in mind that the cognitive, the intellectual, the informative, the knowledge are prioritized over the affective-emotional, errors in the daily practices of the literature teacher, and it is forgotten that learning is a complex process, diversified, highly conditioned by factors such as evolutionary characteristics of the subject who learns, the situations and sociocultural contexts in which he learns, the environments, as well as the types of content or aspects of reality that the student must appropriate, includes personal resources for learning and the resources of the student. teaching-learning process, previously selected.

In order to carry out humanistic training, based on the teaching-learning process, in the particular case of literature, it is important that the teacher provide objective information; but at the same time, gradually increase the participation, reflection, debate, interpersonal relationships of the students, in such a way that it favors the formation and development of their own criteria, the acquisition of arguments to debate and to be able to carry out generalizations in which the predispositions to a certain action in concrete situations and contexts are implied.

It is an evident necessity in the humanistic formation of the high school student, work that facilitates collaboration among group members; solidarity and collective work; encouraging the students' own initiatives, discussion of ideas, all of which can lead to development of creativity, propose alternatives, discover the implicit meanings of the literary work they study. These skills and attitudes must become daily practices, materialized in a better assessment, understanding and analysis.

It is necessary not to forget that ideological, ethical, emotional and cognitive components are present in the literary artistic work, of which the student, through an adequate orientation, must appropriate. In this same direction, it is appreciated that the process of teaching-learning of literature is privileged because the raw material with which it works is language, a fundamental instrument to offer evaluations, reflections, criteria: in essence, expression of thought, aided by the artistic image, by means of which makes generalizations about objective reality, with an aesthetic intention.

The training process must be complete and must lead students to their realization as human beings, together with the cultivation of sensitivity, with the purpose of developing their true potential, based on social transformations, as has been the assignment. attributed to education. (Sánchez & Pérez, 2017, pág. 268)

1.4. Antecedents

Sahebkhair (2019) conducted a research based on the effect of multiple intelligences on language achievement of Iranian EFL learners. In this article, the researcher emphasized various intelligences and assessed the Multiple Intelligences of students by completing a questionnaire. The results show that female students have higher multiple intelligences. In addition, female students outperformed male students in the final writing test. According to the results, there is a positive correlation between Multiple Intelligences and writing ability. This study shows that teachers should pay attention to Multiple Intelligences Theory and try to apply it in their teaching methods.

The purpose of the study of Xhomara & Shkembi (2020) was to investigate the relationships between the multiple intelligences and learning styles. The quantitative approach was the method used in the research. A sample of freshman and sophomore students as a non- random systematic sample was selected to be investigated in the research. A structured questionnaire was used to gather the primary data from the students in the study.

Solano (2022) carried out an investigation based on the influence of Howard Gardner's multiple intelligences in the teaching-learning process of English as a foreign language to eighth-year students at the Agustín Codazzi National Educational Institution, Colombia. The realization of this research project covers the approach towards Howard Gardner's theory of multiple intelligences and its benefit in terms of the teaching-learning

process of English as a foreign language, for the design of useful didactic strategies for both students and teachers.

Matamoros (2018) carried out an investigation with the objective of determining the influence of multiple intelligences on the academic performance of students in the fourth year of basic education at the Pichincha High School in Pichincha canton. The central objective that guided the research was to evaluate the type and level of development of multiple intelligences in students in the fourth year of Basic General Education, taking Howard Gardner's Multiple Intelligence approaches as the foundation of the theoretical framework, as well as the contributions of other authors.

Dominguez (2017) carried out an investigation in order to determine the influence that multiple intelligences have on the oral skills of students of the School of Applied Linguistics. In this investigation he also explains the importance of multiple intelligences in the educational field. As this research thoroughly determines multiple intelligences, he looks for the common problems that fifth-level students of the of Applied Linguistics School at Pontificia Universidad Católica del Ecuador Sede Esmeraldas have in their oral skills. Concluding the investigation determining which are the predominant intelligences among these students. This research is a quantitative study with a descriptive scope carried out in the City of Esmeraldas, during the first semester of 2017.

To analyze the relationship between multiple intelligences and the learning styles of A1.1 students at the Pontificia Universidad Católica del Ecuador Sede Esmeraldas, Dominguez (2021) carried out an exploratory qualitative-quantitative research. The research methods used were analysis, synthesis, hermeneutics and deductive - inductive, with the survey technique. The results revealed that it is possible to establish a relationship between these two theories, since with the learning style teachers can understand the condition of students when they are trying to learn something while multiple intelligences highlight how skilled students are in different activities or materialize the preferences of the students by encouraging and motivating them to learn. The results showed that students would prefer to learn through a "variety" of activities that relate to the predominant intelligence such as Visual, Musical and Corporal Intelligence because they are always changing and there is a wide variety of them.

CHAPTER II

METHODOLOGICAL FRAMEWORK

2.1. Context

This research was carried out at Sagrado Corazón High School, which is a Catholic educational institution. This school is located on Espejo and Olmedo streets in Esmeraldas Canton. In this high school, English is taught as a foreign language and the research was applied to high school students (students of sixteen years old). The institution is characterized by being an institution with high quality standards in educational matters, for that reason it was decided to do the research there.

2.2. Type of investigation

According to Hernandez-Sampieri (2018) the mixed research represents a set of systematic, empirical and critical research processes and has to do with the collection and analysis of quantitative and qualitative data, as well as their information collected and obtaining a better understanding of what they are investigating. For this reason, this research was mixed because there were both qualitative and quantitative results.

2.3. Population and sample

This research was developed with a population of 150 students, of which the sample was 28 students, all of whom are from the Sagrado Corazon school.

Dependent variable: English language learning skills

Independent variable: Multiple intelligences

2.4. Methods of investigation

Analysis and synthesis

According to Molina (2016) the method of analysis consists of discovering the causes that originate the phenomena from their observation. While the synthesis returns the process and seeks to demonstrate that such causes, indeed, originate the phenomena that we want to explain and others. For this reason, this method was used in this research. It helped a lot to find the background of why students are not motivated and whether or not the application of this project helped students improve.

Hermeneutics

According to Rodríguez (2019) the hermeneutical method corresponds to a technique of interpreting texts, writings or artistic works from different fields.

Its main purpose is to help in the comprehensive area of a text. Therefore, this research used this method, to be able to interpret books and writings based on the theories that are developed in this project.

Descriptive statistics

According to Faraldo & Pateiro (2012) descriptive statistics is a set of numerical and graphical techniques to describe and analyze a group of data, without drawing conclusions (inferences) about the population to which they belong. For that reason, this method was applied to process the data obtained with the application of the techniques.

2.5. Techniques and instruments

The techniques that were used were a test based on the four main skills in English and a survey to see what the most developed intelligence of students was. All of these were for students to see their development in the classroom. The instrument used to take all of these was a questionnaire.

2.6. Data processing

The data process was developed in some ways, first the results of the survey were obtained through the Google Forms platform, then the data was tabulated to be placed in graphics on Microsoft Excel platform. The test was graded using a learning rubric and after qualifying the tests, they were divided to see which was the least developed skill on students and those results were put in Microsoft Excel graphics (for more information go to figure 7)

CHAPTER III

RESULTS

In the results there were two sections, the first has 6 figures which are based on the survey that was taken from the students to see what kind of intelligence they have more developed in their daily lives and on the other hand, there is a second section where there is a figure which reflects the result of a test taken by students to see how they were in the four main English skills which are listening, speaking, reading and writing.

According to the survey taken from the students, in figure 1 they were asked what is the most common mistake that they make when using English in the classroom, so 39.3% of the students answered that their greatest error is the lack of vocabulary, 28.6% answered that it is the knowledge of grammatical structures and 32.1% answered that they make mistakes in pronunciation.

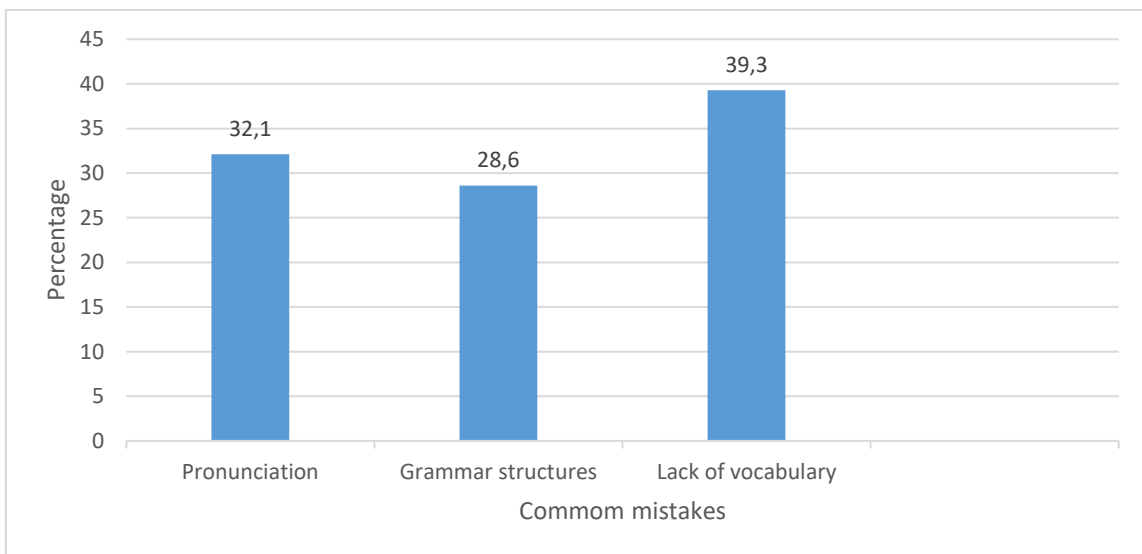


Figure 1. Common mistakes when using English

Source 1. Survey applied to students

Regarding the second question, which belongs to figure 2, the students were asked how they felt when speaking English and 60.7% responded that they felt inexperienced, 21.4% feel shy and 17.9% of the students answered that they feel fear when speaking English.

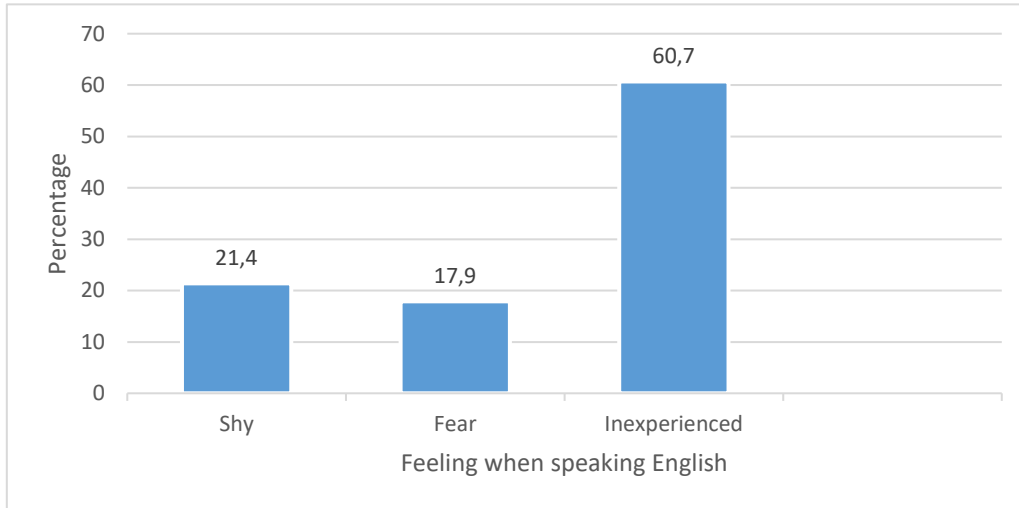


Figure 2. Student’s feelings when speaking English
Source 2. Survey applied to students

Question number three was based on the activities that they like to do the most, either in class or in their free time, figure 3, we can see 32.1% answered that they liked listening to music, 28.6% answered that they like physical activities, 17.9% like to do crossword, 10.7% answered that they like thinking and 10.8% of the other students answered other activities such as math problems solving, drawing and socializing.

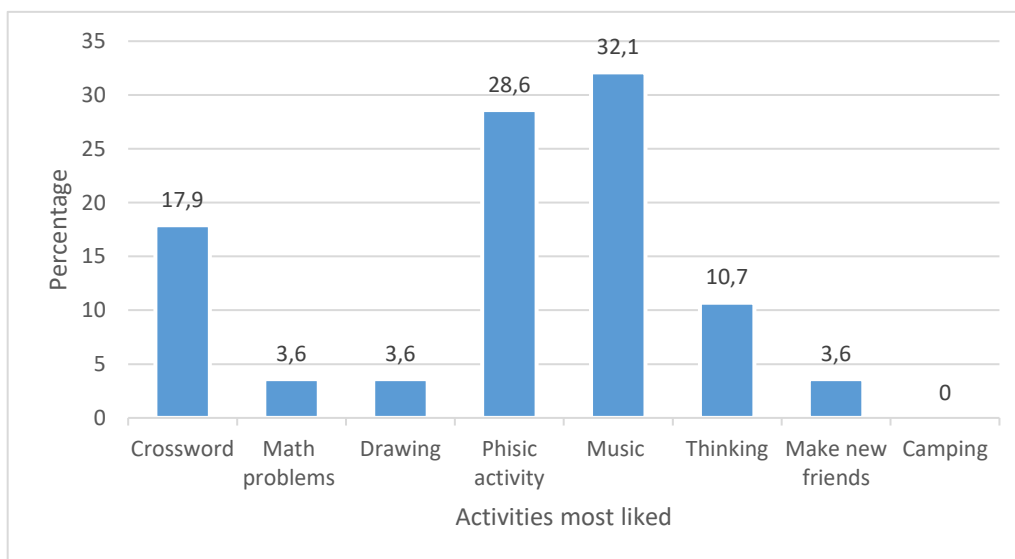


Figure 3. Activities most liked
Source 3. Survey applied to students

According to figure 4, which is based on the best activities to learn English, students had the opportunity to respond with three options within the question and 64.3% chose that watching videos is one of the best options to learn English, 50% chose to practice and 46.4% selected to talk with Friends.

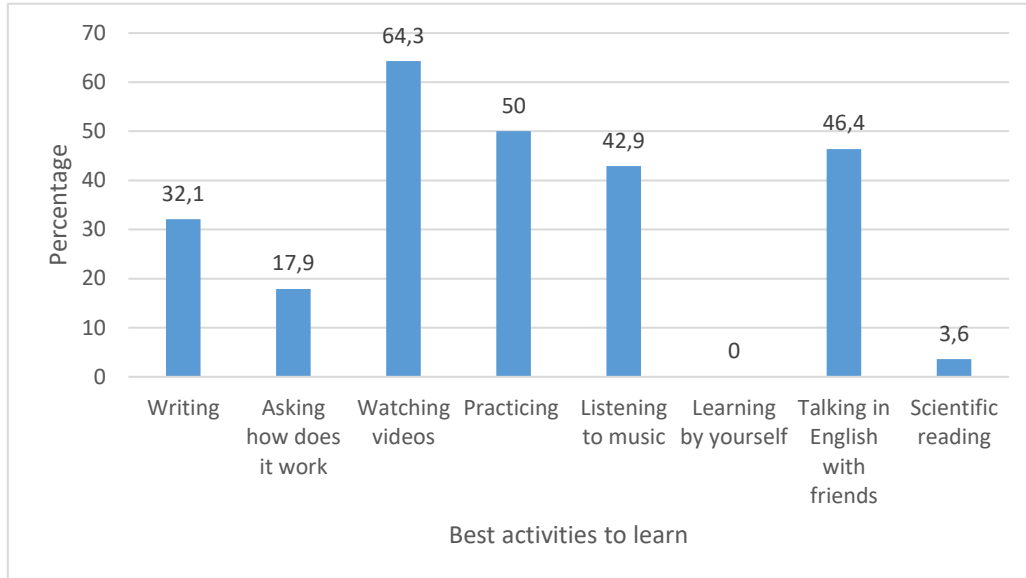


Figure 4. Best activities to learn
Source 4. Survey applied to students

In question 5 they were asked to select the phrases in which they feel identified and 46.4% answered that they enjoyed foreign languages and writing, 39.3% selected that they like to work alone and 25% said that they were good at playing instruments or singing.

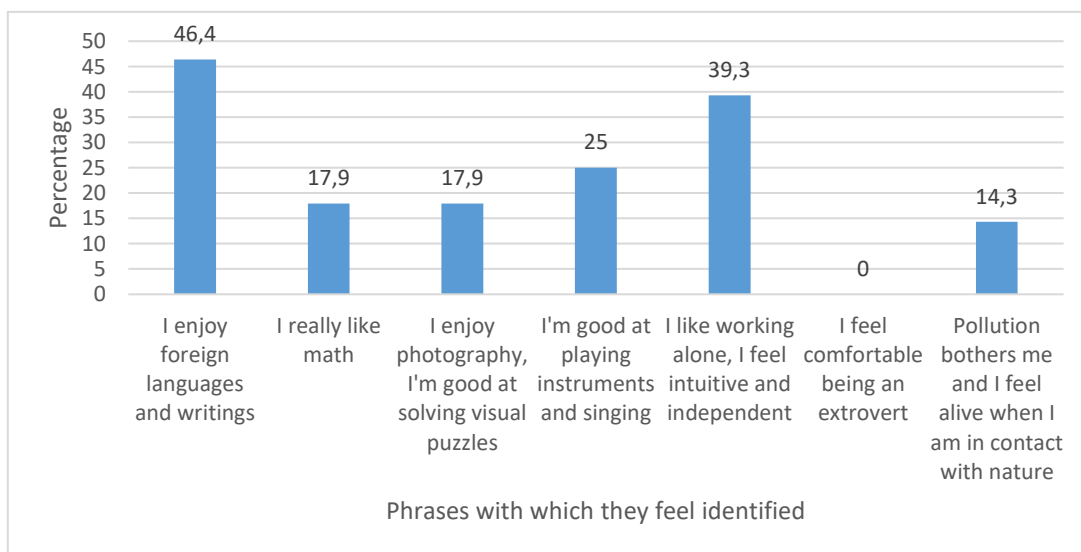


Figure 5. Phrases with which they feel identified
Source 5. Survey applied to students

Finally, figure 6 shows activities in which the students feel comfortable or that they can do, the answers were multiple choice, and they had several options to choose from such as never, occasionally, sometimes, almost always and always.

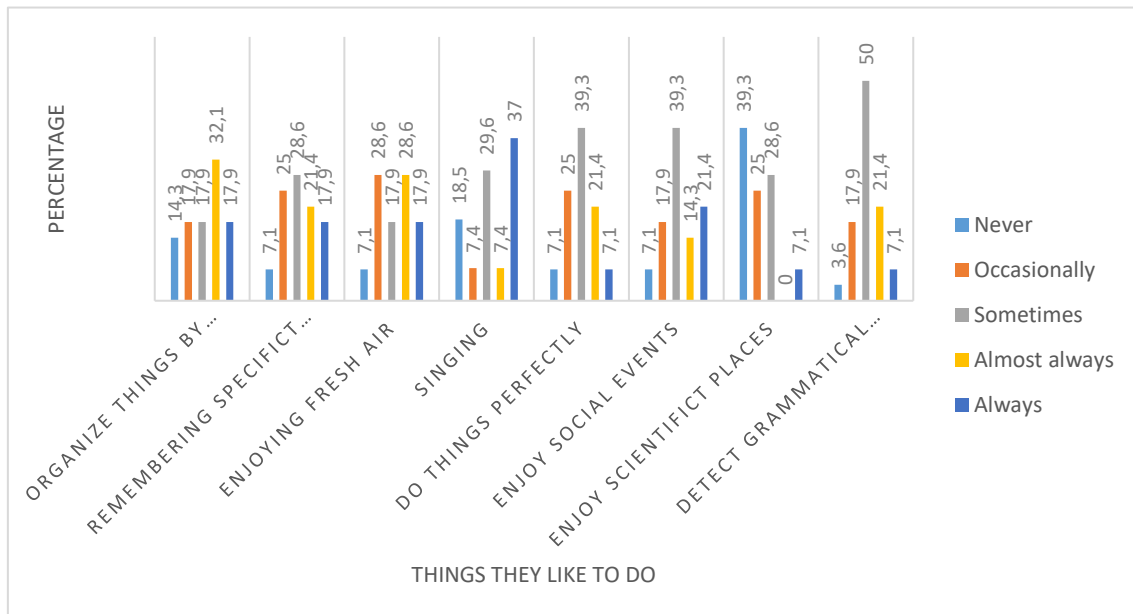


Figure 6. Things they like to do
Source 6. Survey applied to students.

In figure 7 The results of the test applied are shown , it can be seen that 35.71% of the students had mistakes in writing, 85.71% had mistaken in speaking, 25% in reading and 100% had errors in listening.

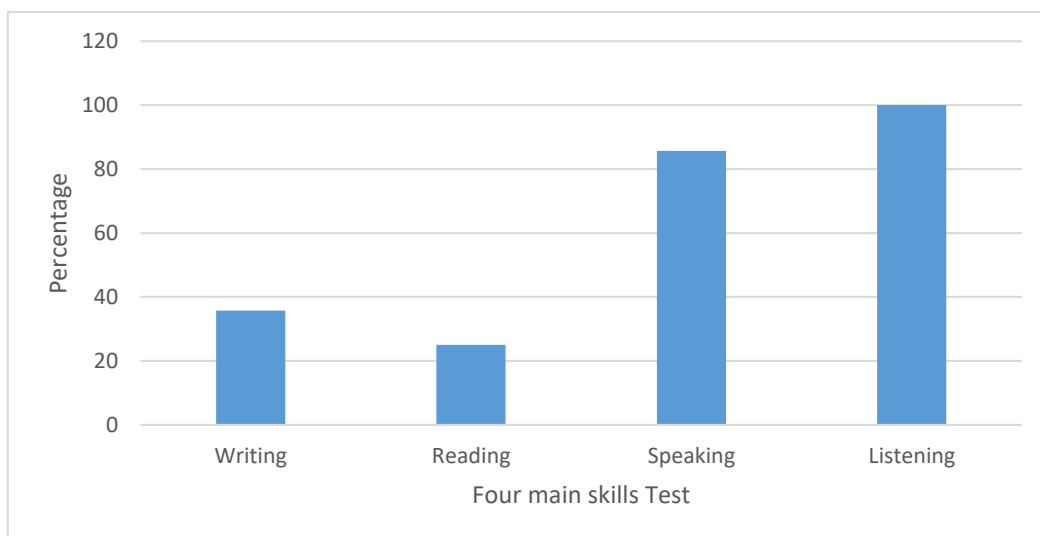


Figure 7. Four main skills Test
Source 7. Test applied to students

CHAPTER IV

DISCUSSION

This research was carried out to evaluate the influence of multiple intelligences on the development of the students' English language skills at Sagrado Corazón High School, Esmeraldas, 2022. Where there were important results related to the development of those eight intelligences, now there is the comparisons of some results obtained in others researchers that are related to this investigation.

In this investigation that was carried out to find out which is the most developed intelligence in the students, significant results were obtained, where 32.1% of the students have developed musical and linguistic intelligence and 28.6% have developed the kinesthetic intelligence; for this reason, the activities must be based on this type of intelligence. It can be said that this research is very similar to that of Sahebkhair (2019) where they investigated which are the most developed intelligences by students, but in this research the students were divided into a group of women and another group of men. In this case, the students had both men and women have very well developed linguistic intelligence (women have it developed in 94.22% and men in 95.13%) and intrapersonal intelligence (women have it developed in a 93.26% and men in 98.45%). They conclude by saying that activities based on all intelligences should be carried out so that students develop all intelligences or at least some of them and thus learn English in a better way.

On the other hand, it can be observed that the relationship between multiple intelligences and the different types of learning that students have was also investigated. 64% of students like to watch videos and listen to music, which means that the majority prefer learning styles associated with musical intelligence. On the other hand, the results of Xhomara & Shkemi (2020) had specific results that there were different learning styles related to the different types of intelligence. They found that there is an association between verbal-linguistic intelligence and learning styles. It is found that there is an association between logical-mathematical intelligence and learning styles. It also revealed that there is an association between visual-spatial intelligence and learning styles. It is found that there is an association between musical intelligence and learning styles. An association is found between bodily-kinesthetic intelligence and learning styles.

In the investigation, a test was carried out to see which English skills are the ones that the students have less developed to be able to apply activities based on those skills together with multiple intelligences and it was possible to see that the majority of problems are based on speaking and listening.

These results are highly similar to those of Solano (2022) this author states that the listening and speaking skills are the main prototype for the improvement of the English language in students, so it is appropriate to promote activities in favor of these that are constantly carried out until they become an institutional project. These two investigations are highly similar, so in both of them they have to propose activities based on the four main skills of English, placing more emphasis on the skills that have the most mistakes and reinforcing the others, which are reading and writing.

According to the results obtained in the investigation of Matamoros (2018) it can be observed that most of the students have developed logical-mathematical and interpersonal intelligence. Implying that the results of this investigation have certain differences with the investigation carried out in the city of Esmeraldas since in said investigation, the students have developed musical and linguistic intelligence; These differences in results do not mean that they are totally different.

In both investigations it was concluded that there are shortcomings in the teaching-learning process, because teachers do not apply methods and relate it to the theory of multiple intelligences to develop them in students so that they learn English through these developed intelligences.

The research of Dominguez (2017) was carried out in the context of this province, specifically in the School of Applied Linguistics at PUCESE, important results were obtained. In this investigation, the result was that the most developed intelligences in the students are interpersonal intelligence and linguistic intelligence.

It can be said that both investigations are similar when looking at the results because verbal intelligence predominates in both investigations, which is necessary to propose activities based on this intelligence.

It is very important to mention this because Dominguez (2021) in his research mentions that linguistic intelligence is very important to be able to learn English as a foreign language because linguistic intelligence helps us communicate with each other. This intelligence is the one that most predominates in the process of teaching-learning of English so we know that English is a language

Finally, there is the research by Dominguez (2021) where he relates to multiple intelligences and the different types of learning that students can have when learning English. His results are very clear because she specifies that it is possible to have a good teaching-learning process using the different types of learning, relating them to the intelligence that all human beings have. In his results they were concise where there was a population of one hundred students and a sample of twenty. Most of the students liked to learn in a varied way because the intelligence that they have the most developed are visual, musical and kinesthetic. This means that all students must have the opportunity to learn English in the way they like best, it is a matter of teachers to implement activities that are based on the different types of intelligence so that students learn English and are motivated. This investigation is very similar to the one that has been used, beginning with the level that the students have, which is A1 and because the intelligence that predominates in both investigations is musical intelligence.

CHAPTER V

CONCLUSIONS

This investigation concludes that:

- The type of intelligence that students develop the most in their teaching-learning process regarding English as a foreign language is musical intelligence and verbal-linguistic intelligence.

- The four main skills of English were diagnosed in the students, which are listening, speaking, reading and writing. It was observed that there are deficiencies in two of the four skills which are speaking and listening. The one where they had the most problems was in listening because they all had flaws.

- It was determined that worksheets should be carried out based on the English language related to music, texts and conversations because the most predominant intelligence is musical and the skill with most mistakes was listening, therefore it is proposed to carry out a certain number of activities based on listening and music so that students improve English in the best way.

- It can be concluded in this investigation that the influence of multiple intelligences was evaluated and that they have influenced the development of the language skills of the students of the Sacred Heart School.

RECOMMENDATIONS

- For students, to improve their study techniques and relate them to their most developed intelligence so that they feel more comfortable doing activities that they really enjoy doing, giving as a result an optimal learning of English so they can develop their intelligences and the skills

- For teachers, to improve the activities they implement in class therefore students develop the four skills of English in the best way. On the other hand, they must be more aware of their students and realize that each one learns in different ways and realizing each student is good in something, implying that each one has a developed each type of intelligence, but it does not mean that they cannot develop all of them, which is important to take into account that there will be students who are more practical when learning English and there will be others who are more meticulous, but each student has their way of learning.

- For researchers, not to give up in this process, because this is the only way they can discover advantages and disadvantages of any process. Teachers should continue investigating this topic through a pedagogical experiment where a strategy based on multiple intelligences is used to improve English learning.

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OPERATIONALIZATION OF THE VARIABLES

INVESTIGATION: THE INFLUENCE OF MULTIPLE INTELLIGENCES ON THE DEVELOPMENT OF ENGLISH LANGUAGE

LEARNING SKILLS IN HIGH SCHOOL STUDENTS

GENERAL OBJECTIVE: TO EVALUATE THE INFLUENCE OF MULTIPLE INTELLIGENCES ON THE DEVELOPMENT OF THE STUDENTS' ENGLISH LANGUAGE SKILLS AT SAGRADO CORAZÓN HIGH SCHOOL, ESMERALDAS, 2022

OBJECTIVES	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS	ITEMS
1. To determine the type of multiple intelligence most developed by students during their teaching-learning process 2. To diagnose the students' English language skills 3. To determine	DEPENDENT	A system of symbols that permit people to communicate or interact. These symbols can include vocal and written forms, gestures, and body language.	Language skills are main part of the English language learning process for students because it helps them to communicate in the language.	Listening	Listening comprehension of a text	1
				Speaking	Pronunciation Vocabulary Fluency Grammatical correctness	2
	Reading			Reading comprehension	3	
	Writing			Vocabulary Grammatical correctness	4	
	INDEPENDENT	It refers to the fact that human beings do not have a single intelligence but 9 types of	The 8 intelligences that make up to the multiple intelligences are			

<p>which activities can be carried out in class based on the students' main multiple intelligences to develop their English language skills</p>		<p>intelligence, which was defined by Gardner as "multiple intelligences"</p>	<p>so important because through them students can gain knowledge in a better way.</p>	<p>Communicative functions</p>		
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Survey for students

To analyze the type of intelligence most developed in students during their teaching-learning process.

Marque con una "X"

1. ¿Cuál es tu error más común al hablar?
 - a) Pronunciación
 - b) Estructuras gramaticales
 - c) Falta de vocabulario
2. Cuando tienes que hablar inglés, ¿cómo te sientes?
 - a) Tímido
 - b) Con miedo
 - c) Inexperto
3. ¿Cuál de estas actividades te gusta más?
 - a) Hacer crucigramas
 - b) Resolver problemas matemáticos
 - c) Dibujar/Pintar
 - d) Hacer actividad física/deportiva
 - e) Memorizar canciones
 - f) Pensar y reflexionar
 - g) Hacer nuevos amigos
 - h) Acampar en las montañas
4. ¿Cuál de estas opciones es la mejor para aprender inglés? (selecciona 3)
 - a) Escribiendo
 - b) Preguntándose cómo funcionan las cosas
 - c) Viendo videos
 - d) Practicando
 - e) Escuchando música
 - f) Aprendiendo solo
 - g) Hablando con amigos en inglés
 - h) Lectura de información científica

5. ¿Qué tan seguido haces esto? (1=Nunca, 2=Ocasionalmente, 3=Algunas veces, 4=Generalmente, 5=Siempre)

Actividades	1	2	3	4	5
Detectar errores gramaticales					
Organizar las cosas por categorías					
Recordar lugares específicos					
Disfrutar al aire libre					
Cantar					
Hacer cosas a la perfección					
Disfrutar eventos sociales					
Disfrutar lugares científicos					

6. Selecciona las frases con las que te sientas identificado

- a) Disfruto de los idiomas y escritos extranjeros, también recuerdo fácilmente citas y dichos famosos.
- b) Realmente me gustan las matemáticas y puedo resolver problemas matemáticos fácilmente en mi cabeza, también soy bueno en los juegos de estrategia.
- c) Disfruto de la fotografía, soy bueno resolviendo acertijos visuales y en la composición artística. Me gusta ser eficaz, averiguar cómo funcionan las cosas y me gusta trabajar con las manos.
- d) Soy bueno tocando instrumentos y cantando, disfruto de diferentes sonidos y tengo un buen ritmo.
- e) Me gusta trabajar solo, me siento intuitivo e independiente también filosófico y perfeccionista.
- f) Me siento cómo siendo extrovertido, soy sensible a los estados de ánimo de los demás y me gustan los eventos sociales.
- g) Me molesta la contaminación y me siento vivo cuando estoy en contacto con la naturaleza; Amo la naturaleza.

Adapted from Viteri (2017)

Skills test for students

This test will be taken to discover the shortcomings in the 4 main skills in the teaching-learning process of English as a foreign language. Please read each item carefully.

Writing section

1. Write about you, introduce yourself.

What is your academic goal as a student?

Speaking section

2. Work with a partner. Take turns inviting your friend and arranging to meet. Use the ideas below then, speak to your classmates and teacher.

Concert 1

The Roots Boyz (reggae)
The Hacienda Club
1315 Second Avenue
Doors open: 8:00 p.m.

Concert 2

Live concert with Don't Be Shy (pop rock)
The Black Bee Soul Club
2580 Lake Street
Doors open: 8:30 p.m.

Speaker 1: Hey _____! How about going to a concert tomorrow?

Speaker 2: Yeah, why not? Who's playing?

Speaker 1: A _____. It's doors open.

Speaker 2: Sure That's a good idea. Where are they playing?

Speaker 1: _____.


Speaker 2: Ok. What time should we meet?

Speaker 1: It starts at _____. We can go together. How about meeting at my house at 7:30?

Speaker 2: Yeah! Sounds good. See you tomorrow then.

Reading section

WHAT *is* ART?



EVERYONE'S AN ARTIST

You draw, you paint portraits, you do sculptures, or you're a living statue. It doesn't matter – everyone's an artist!

THE CASE FOR We look at the *Mona Lisa* or a Picasso painting, and we say, "That's art." But what about the amazing graffiti on your street? What about photographs posted online by our friends? What about your school art exhibition? You worked hard, and it's great. So, is that art? To me, art is anything that's creative. Of course, I like going to famous museums. But I also like drawing portraits of my friends. I'm not very good, but I'm creative. I'm passionate about it, and my friends like it. Most of all, I like it!
Josh, age 15, San Diego, California

THE CASE AGAINST I like visiting art museums, too. Why? Because I like looking at good art. Art is not the drawings of four-year-old children. It isn't painting your body crazy colors and standing in the street. And it certainly isn't graffiti. Some people say, "If it's creative and cool, it's art." I don't agree. Art is the result of hard work and study. My aunt is an artist. She went to art school for six years. She doesn't make much money, but sometimes her sculptures are in exhibitions. Her art is great. Art is very hard, and not many people can do it well.
Kayla, age 16, Charlotte, North Carolina

3. Read the debate. Are the statements true (T) or false (F)?
1. Josh thinks that graffiti is art. ____
 2. Kayla enjoys going to art museums. ____
 3. To Josh, photographs posted online aren't examples of art. ____
 4. Kayla believes that art is anything that is creative and fun. ____
 5. Josh and his friends like the portraits he draws. ____
 6. Kayla thinks that good art is easy. ____

Listening section

4. Listen to three short conversations with some of the teenagers in the pictures. Which sentence best summarizes how they feel about the tip?
- a) They all love everything about their trips.
 - b) They think Rocky Mountain National Park is really boring.
 - c) They like some of the things they're doing more than other things.

