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IN ESMERALDAS**



**APPLIED LINGUISTICS SCHOOL**

Thesis Report

**MULTIPLE INTELLIGENCES AND THEIR INFLUENCE ON THE  
DEVELOPMENT OF THE APPLIED LINGUISTICS SCHOOL  
STUDENTS ORAL SKILLS AT PUCE ESMERALDAS, 2017**

Tesis de grado:

**LAS INTELIGENCIAS MÚLTIPLES Y SU INFLUENCIA EN EL  
DESARROLLO DE LAS HABILIDADES ORALES DE LOS  
ESTUDIANTES DE LA ESCUELA DE LINGÜÍSTICA APLICADA EN  
LA PUCE ESMERALDAS, 2017**

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Student:

**ALBERTO FRANCISCO DOMINGUEZ VITERI**

Advisor:

**MSc. JOSE SUAREZ LEZCANO**

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## **DISSERTATION COMMITTEE**

Thesis approved after having complied with the requirements of the regulations for grading in PUCESE prior to obtaining a degree of **BACHELOR APPLIED LINGUISTICS IN ENGLISH TEACHING**.

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**President of Graduation**

**Presidente tribunal de  
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I, **Alberto Francisco Dominguez Viteri**, declare under oath that this investigation was written by my authorship; that it has not been previously appear in any other degree or professional grade; and, I had looked for information in these bibliographical references included in this document.

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**Alberto Francisco Dominguez Viteri**

**C. I. 0802961821**

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# TABLE OF CONTENTS

<b>COVER</b> .....	i
<b>DISSERTATION COMMITTEE</b> .....	ii
<b>AUTHORSHIP</b> .....	iii
<b>ACKNOWLEDGEMENTS</b> .....	iv
<b>TABLE OF CONTENTS</b> .....	v
<b>LIST OF FIGURES</b> .....	vi
<b>ABSTRACT</b> .....	vii
<b>RESUMEN</b> .....	viii
<b>1.INTRODUCTION</b> .....	1
<b>1.1.JUSTIFICATION</b> .....	2
<b>1.2.OBJECTIVES</b> .....	2
<b>2.THEORETHICAL FRAMEWORK</b> .....	3
<b>2.1.The Theory of Multiple Intelligences</b> .....	3
<b>2.1.1.Classification of the Multiple Intelligences</b> .....	4
<b>2.1.2.The Multiple Intelligences and their Influence in the Learning Process</b> .....	7
<b>2.2.Oral Skills</b> .....	8
<b>2.2.1.The Importance of Teaching Listening and Oral Skills</b> .....	9
<b>2.3.Pedagogical and Psychological Theories</b> .....	9
<b>2.3.1.The Socio-Cultural Approach</b> .....	10
<b>2.3.2.The Zone of Proximal Development (ZPD)</b> .....	10
<b>2.4.Previous Studies</b> .....	11
<b>2.5.Legal Foundation</b> .....	13
<b>3.METHODOLOGY</b> .....	14
<b>3.1.Method of Investigation</b> .....	14
<b>3.2.Population and Sample</b> .....	15
<b>3.3.Techniques</b> .....	15
<b>4.RESULTS</b> .....	16
<b>4.1.Sample Description</b> .....	16
<b>4.2.Analysis and Description of the Results</b> .....	17
<b>5.DISCUSSION</b> .....	22
<b>6.CONCLUSIONS</b> .....	23
<b>7.RECOMMENDATIONS</b> .....	24
<b>8.REFERENCES</b> .....	25

<b>9.APPENDICES</b> .....	28
<b>9.1.APPENDIX 1</b> .....	28
<b>9.2.APPENDIX 2</b> .....	31

## **LIST OF FIGURES**

<b>Figure 1.</b> Common mistakes students make while speaking .....	17
<b>Figure 2.</b> Students' feelings when they have to speak .....	18
<b>Figure 3.</b> Activities students like or don't like. ....	19
<b>Figure 4.</b> The best ways to learn English.....	19
<b>Figure 5.</b> Predominating intelligences .....	20
<b>Figure 6.</b> Sentences the students are identified with.....	21

## ABSTRACT

This study aims to determine the positive influence that multiple intelligences develop in the Applied Linguistic School students' oral skills. First, it is important to define what the multiple intelligences are, and why they can change the educational system, as it is explained in this investigation. Then, with this information, it is important to look for what are the common problems that the students of the fifth level of Applied Linguistics School at PUCESE have in their oral skills. Concluding the investigation determining what are the predominating intelligences among these students. This investigation is a quantitative study with a descriptive scope done in Esmeraldas City, during the first semester of 2017. The sample was composed of 30 students that belong to the fifth level of the Applied Linguistics School at the Pontifical Catholic University of Ecuador, at Esmeraldas' campus, to whom a survey was applied. The results show that the predominating intelligences among the Applied Linguistics School students are Interpersonal and Verbal/Linguistics Intelligences as first predominating intelligence, then as second predominating intelligence is the Verbal/Linguistics Intelligence, finally the third predominating intelligence are Visual/Spatial and Intrapersonal Intelligence. Through this investigation it is possible to conclude that students of this school have problems with their skills that are based on practice and pronunciation. To solve these problems, I have carried out an investigation about the Multiple Intelligences and how it can be useful to the teacher in order to think of strategies and ways to achieve that students learn and feel comfortable in the classroom. This investigation shows the importance of the use of Multiple Intelligences more than ever because it is the best way to make that students learn.

**Keywords:** Multiple Intelligences; oral skills; teaching methods; learning styles.

## RESUMEN

Este estudio tiene como objetivo determinar la influencia positiva que las inteligencias múltiples tienen al desarrollar las habilidades orales de los estudiantes de la Escuela Lingüística Aplicada. Primero, es importante definir qué son las inteligencias múltiples y por qué pueden cambiar el sistema educativo, como se explica en esta investigación; luego, con esta información, es importante buscar cuáles son los problemas comunes que los estudiantes del quinto nivel de la Escuela de Lingüística Aplicada de PUCESE tiene en sus habilidades orales. Al concluir la investigación se determinarán cuáles son las inteligencias predominantes entre estos estudiantes. Esta investigación es un estudio cuantitativo con un alcance descriptivo realizado en la ciudad de Esmeraldas, durante el semestre de abril-agosto de 2017. La muestra estuvo compuesta por 30 estudiantes que pertenecen al quinto nivel de la Escuela de Lingüística Aplicada de la Pontificia Universidad Católica del Ecuador, en El campus de Esmeraldas, a quienes se aplicó una encuesta. Los resultados muestran que las inteligencias predominantes entre los estudiantes de la Escuela de Lingüística Aplicada son las Inteligencias Interpersonal y Verbal / Lingüística como la primera inteligencia predominante, como la segunda inteligencia predominante es la Inteligencia Verbal / Lingüística, finalmente la tercera inteligencia predominante es la Inteligencia Visual / Espacial e Intrapersonal. A través de esta investigación, es posible concluir que los estudiantes de esta escuela tienen problemas con sus habilidades orales, y son problemas basados en la práctica y la pronunciación; Para resolver estos problemas, realicé una investigación sobre sus Inteligencias Múltiples y cómo puede ser útil para el profesor en este momento pensar en estrategias y formas de lograr que los estudiantes aprendan y se sientan cómodos en el aula. Esta investigación muestra la importancia de usar las Inteligencias Múltiples más que nunca porque es la mejor manera de hacer que los estudiantes aprendan.

**Palabras clave:** Inteligencias múltiples; habilidades orales; métodos de enseñanza; estilos de aprendizaje.

## 1. INTRODUCTION

Oral skills let people communicate, making them an essential ability. Students of the Applied Linguistics School must be fluent in oral skill. As a foreign language, it is not easy to improve properly this skill, making it difficult to develop, that is why students must practice a lot their English.

There are many important features to improve in this skill. One of these features is that most people feel shy at the time of speaking, because they do not feel ready to use their English to communicate. For that reason, teachers must work hard with students, because pupils have to get over this problem and speak. This is why teachers must consider that not all the students learn in the same way, which can be really difficult at the moment to prepare their lessons. Indeed, teachers must keep in mind Howard Gardner's theory (1993) in which he explains about Multiple Intelligences and each intelligence is clearly different from the others. The only challenge that teachers deal is to find out which are the common intelligences among all of the students, and with this information they must start planning activities that should help the student to get engaged with the content of the lesson, allowing them to learn better and transmit the idea of what they have learned in the classroom. In addition, this investigation could help future teachers of the Applied Linguistics School to get a better understanding of their lessons if they know what the predominating intelligence in their students is.

There are many methodologies that involve Multiple Intelligences (MI), but how could a teacher know which one is better for those students if nobody has taken them into consideration? Indeed, it is possible to suppose that a few students could feel excluded from the classes if we do not keep it in mind; it is possible to identify those pupils because they do not pay attention or do not participate in the classroom; even more some of them feel that they cannot improve their oral English communication, but the real situation is that teachers do not consider what the intelligences of their students are, in order to design different activities in which they will get interest and they will learn more. The importance of this investigation is to raise awareness of the importance

of considering that there are proven multiple intelligences and teachers should take that fact into consideration when planning their lessons.

## **1.1. JUSTIFICATION**

Nowadays, most of the teachers prepare their lessons without including the students' multiple intelligences. The Multiple Intelligence theory was proposed by Gardner (2013), and he explains that exists at least eight intelligences and everyone has at least one that predominates in them. For that reason, teachers must prepare the classes thinking of what kind of intelligence is the most common in his/her students. Each student from the Applied Linguistics School has a different predominating intelligence, it is because the lesson has to be prepared thinking about which is the most common in the classroom. This information helps teachers to prepare an effective class focusing on oral skills because it is one of the principal skills that an Applied Linguistics School student must master at the end of his/her studies to be an English teacher.

## **1.2. OBJECTIVES**

### **General**

To analyze the predominating intelligence that Applied Linguistics students have.

### **Specific**

- To carry out a theoretical investigation about Multiple Intelligences and language learning.
- To determine the language problems presented by the sample studied in the use of oral skills.
- To determine the Applied Linguistics School Students' multiple intelligences predominance.

## 2. THEORETICAL FRAMEWORK

### 2.1. The Theory of Multiple Intelligences

The theory given by Gardner (2013) in which he explains that each person has a predominating intelligence that allows each student to learn, understand and comprehend better than with other Intelligences. Consequently, in Gardner (1999)'s research he explains his definition of intelligence as *"a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture"* (Gardner, 1999, pp.33-34)". The importance of the multiple intelligences is to improve the way of learning of the students and to create or solve problems in a better way. In fact, multiple intelligences allow the teacher to find the correct strategy to teach his pupils. He could accomplish that students learn the content of the class and can get their attention. Additionally, if we analyze Gardner's words, it is possible to find that this theory could develop a critical and productive thinking, opening students minds and achieving great results because they feel motivated to learn by using the correct strategies. For instance, Gardner based his studies on a simple but deep sentence.

*"Reason, intelligence, logic, knowledge are not synonymous."* -Howard Gardner

People could know and think, but nobody will do the same process as others, because each of us has different ways to understand and explain what is in his or her mind. It is possible to say that a person is a genius if he knows a lot about math, language, etc., however this term cannot be used to define a person who knows a lot about music or art. Gardner wanted to redefine this thought calling "intelligences" each different learning style, because a genius could be a person who knows or dominates certain topic such as math or language, but every one of us is intelligent in different ways. For example, it is not the same to say that a person is intelligent and that a person has an excellent capacity of reasoning. For that reason, Gardner, with the multiple intelligences theory wanted to

develop the capacity of thinking of the pupils and with his investigation it is not difficult. He found each need that students have and he could prepare strategies to fulfill their needs. Unquestionably, it is necessary to identify which are the intelligences that everybody has in order to achieve the goal of education, which is to develop the capacity of reasoning and open their minds to continue learning.

At this point, Gardner explains that our educational system is focused on children who are logical/mathematical or verbal/linguistics. It makes that children with different intelligences will never be found as “smart” because it is just focusing on two intelligences. Those children who have different intelligences most of the time are classified as “slow learners” or “learning disabled”, when the ones who judge students in this way prepare their lessons just for those who have linguistics or mathematical intelligences. Teachers must think in all of their students, bear in mind that each one is different, and prepare each day a different strategy to reach those students could not understand. This theory is explained well by Kelly M. (2004) when he wrote, *“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”*

If years ago, the educational system would have avised the other intelligences, such as musical, visual, especial, etc., it is possible that nowadays we could live in a more advanced world in which every child could not feel excluded or be labeled a “slow learner”.

### **2.1.1. Classification of the Multiple Intelligences**

Howard Gardner has a different view of what intelligence means, which is why it is necessary to analyze the sentence below to understand what he thinks about it. ‘Intelligence is *the capacity to solve problems or to fashion products that are valued in one or more cultural setting*’ (Gardner & Hatch, 1989). For Gardner it is important to consider each element that could help him to classify the different intelligences with the different capacities that students could have, and how they solve problems. For instance,

to classify something as intelligence, he develops eight criteria to define each one as an intelligence:

- Potential isolation by brain damage. The existence of idiots, savants, prodigies and other exceptional individuals.
- An identifiable core operation or set of operations.
- A distinctive development history, along with a definable set of 'end-state' performances.
- An evolutionary history and evolutionary plausibility.
- Support from experimental psychological tasks.
- Support from psychometric findings.
- Susceptibility to encoding in a symbol system. (Howard Gardner 1983: 62-69)

So, if Gardner calls something "an intelligence" is because it satisfies these criteria. As a result Gardner present a provisional theory in which he lists seven intelligences. The first two have been typically valued in schools. The next three are usually associated with the arts, and the last two are what Howard Gardner called 'personal intelligences' (*Gardner 1999: 41-43*).

The following are the learning styles in Gardner's Multiple Intelligences Provisional Theory (Gardner, 1983).

1. Verbal/Linguistic Intelligence is the ability to understand, use, and manipulate written or spoken words productively (pp. 73-98).
2. Logical-Mathematical Intelligence involves the elevated skill of manipulating and understanding numbers and the ability to reason effectively (pp. 128-169).
3. Musical Intelligence is the ability to appreciate, distinguish, compose, and perform in various musical forms (pp. 99-127).

4. Bodily/Kinesthetic Intelligence is the proficiency of using the entire body to express ideas and feelings and the competence of using the body to produce or transform things (pp. 205-236).
5. Visual/Spatial Intelligence is characterized by being able to see an image or situation and quickly assess areas that could be changed to transform or improve the appearance (pp. 170-204).
6. Interpersonal Intelligence is the proficiency of an individual in perceiving the moods, aims, motivations, and emotions of others (pp. 237-276).
7. Intrapersonal Intelligence is having a positive self-concept and life direction which is intrinsically grounded. The competency in knowing oneself and acting to modify oneself based on that knowledge (pp. 237-276).

Subsequently, Gardner continued his investigation with his colleague, and they found out that there could exist at least three more intelligences (or four with the moral intelligences) such as naturalist, spiritual and existential intelligence. However, Gardner only added to his theory the Naturalistic Intelligence, but also opened the door to the spiritual intelligence although he did not consider reasonable to add this ninth intelligences at this time. He gave his reasons, *'I find the phenomenon perplexing enough and the distance from the other intelligences vast enough to dictate prudence – at least for now'* (ibid.: 66).

Nolen (2003) explains about these two intelligences defined by Gardner as the following:

8. Naturalistic Intelligence is the ability to appreciate, categorize, classify, explain, and connect to things encountered in nature (Gardner, 1999, p. 115).
9. Existential Intelligence is the appreciation of spirituality and understanding questions about life. This intelligence relates to exploring human existence in the universe (1999, p. 115).

The last two intelligences, such as spiritual and moral intelligences, were not discarded but both terms were difficult to explain. For that reason, Gardner preferred not incorporate them to his Multiple Intelligences list.

Summarizing, each one of them explains the behavior of the students, so it is important to take multiple intelligences into account when we talk about English learning. If the educational system starts having a new point of view of what “intelligence” means, it will find out that this theory will help them to produce better professionals. With better professionals this society will improve in big steps and children will not have to worry about going to school. Learning will become the best hobby, and teachers will always have the attention of the students because they will be using the perfect strategy, thinking about what students need, and what they like through the multiple intelligences theory.

### **2.1.2. The Multiple Intelligences and their Influence in the Learning Process**

Speaking about Multiple Intelligences it is important to mention how it could change the learning process; regarding Gardner’s documentary makes sense that with multiple intelligences it is possible to improve the educational system into a *Personal Education*, because it is better if the teacher asks to students in which way they want to learn; based on this theory it is important to change in our minds the concept of education in which just students have to change, over the years, also teachers have to change, because all involving education is updating. Further, Gardner explains that a single subject could be taught in different ways depending on which is the best strategy to get to students. Besides, teachers think they are the main source of information in the classroom but it is not true, in other words, teachers are guide in the education process, but not the only source of information. Besides, he suggests that he would change the name from “School of Education” to “School of Life Learning” because if people stop learning they will become dysfunctional in this world, as he explained it in a documentary (2015). Under those circumstances, it is necessary some changes in the learning process, because over

the time life is continuously changing and if it is changing there are new needs and new achievements for education.

Moreover, Pérez (2015) shares her ideas about multiple intelligences concerning Learning process. Furthermore, she agrees with Gardner about education which facilitates the ways of learning; in other words, there is not just one way to teach a subject, there are many methods to teach a subject as Howard explains. Besides, the multiple intelligences allow us to know that we are intelligent, and it should motivate us to find the best versions of ourselves.

## **2.2. Oral Skills**

Oral skill involves the stress, pronunciation, intonation, pitch, rhythm and suprasegmental. In general, all of them are involved on a speech production which is controlled in order to form a sentence, depending on the linguistics habits. To tell the truth, an important thing about oral skills is to get a fluent speech, and it is important because it lets the user interact better with surrounding people. We used it to communicate at least with one speaker and if the speaker is fluent the message should be received better. In addition, oral skill includes the understanding and engaging discipline's discourses and rhetorical situations by delivering formal oral presentations.

Furthermore, it involves the understanding and the knowledge that the person has about a language, and the person uses his/her oral abilities to transmit his/her ideas. It can keep in mind the opinion of Crystal (1998) when he explains about the feeling that the teacher must transmit to his/her students in order to motivate them to learn English, because it is necessary that students learn to communicate in this globalized language. "And if English is not your mother tongue you may still have mixed feelings about it. You may be strongly motivated to learn it because you know it will put you in touch with more people than another language." (371-373).

Concerning this topic, Calaresco (2014) explains that this skill is the process of expressing ideas or information using words by mouth from one individual or group to another; it could be informal or formal. More importantly, there are many events in

which it is better to use oral over written communication. In fact, oral communication is used to share more personal ideas in a less formal way than the written one. If someone instantly needs information, it is better to make a call phone or talk with someone in a personal conversation. Also, it is important because while speaking you interact with your whole body, and facial expression transmit better the idea and emotion of the message that the speaker wants to transmit.

### **2.2.1. The Importance of Teaching Listening and Oral Skills**

Oral skill, or oral communication, plays an important role in daily life. Above all, if we look back and realize the first thing we learn is to babble then with practice and with the effort of our parents it becomes speech. It is necessary to recognize its relevance in the communication process. In any case, it is important to reinforce students' abilities in oral skills because they will communicate ideas to everybody. More important, May (1996), a famous psychologist, once said: "*Communication leads to community, that is, to understanding, intimacy and mutual valuing.*" I believe something that makes us different from animals or other species because we can express and share our ideas through speech.

The advantages of oral communication are significantly because speech is the most powerful tool to persuade or control people; it is commonly used to transmit a quickly message and it is the most expressive communication because the receiver can understand the body language too.

### **2.3. Pedagogical and Psychological Theories**

It is important to realize some pedagogical and psychological theories. In this process we involve pedagogical strategies and their results. For example, the zone of the proximal development which talks about that students will show a change if the teacher applies strategies based on multiple intelligences.

### **2.3.1. The Socio-Cultural Approach**

Wells (1999) published an analysis of Vygotsky's investigation in which he explains the exact point of what socio-cultural development stands for.

Vygotsky's sociocultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky believed everything is learned on two levels. First, through interaction with others, and then integrated into the individual's mental structure.

Furthermore, it is possible to improve students oral skill, they need to interact a lot with the teachers, mentors or guides, because it plays a basic role for their learning process.

### **2.3.2. The Zone of Proximal Development (ZPD)**

The same author, Vygotsky (1987), explains a second theory which talks about the process that a strategy does in the students' mind.

A second aspect of Vygotsky's theory is the idea that the potential for cognitive development is limited to a "zone of proximal development" (ZPD). This "zone" is the area of exploration for which the student is cognitively prepared, but requires help and social interaction to fully develop (Briner, 1999). A teacher or more experienced peer is able to provide the learner with "scaffolding" to support the student's evolving understanding of knowledge domains or development of complex skills.

This theory allows us to understand that it is possible for students to learn because they are cognitively prepared to do it, but they need teacher's support to guide them to

achieve the understanding of contents or the development of complex skills such as the oral skills.

## **2.4. Previous Studies**

Looking in some studies it is possible to find out that multiple intelligences have a great influence in the teaching-learning process; as a result, the teachers should bear in mind the abilities of all the students in the classroom. The reason is simple; the educational system has been the same for years. Evidently, it is necessary to update the system to include the multiple intelligences theory. If it will be applied or kept in mind, students will feel capable of studying and they will learn more paying attention to the lessons. For centuries, just two intelligences have been considered such as mathematic or verbal/ linguistics, and most of pupils have felt incapable of improving while not knowing the reason. If the educational system would consider the other intelligences, they will feel included and engaged to any topic proposed by the teacher. Barrington (2004) in his investigations quoted Campbell (1996) to explain that.

The implications of the eight intelligences for teaching/learning are enormous. Traditionally, higher educational institutions tend to focus mostly on just two intelligences—verbal/linguistic and logical/mathematical—and teachers essentially teach, test, reinforce and reward these intelligences. Campbell makes the point that restricting educational programs to focus on linguistic and mathematical intelligences minimizes the importance of other forms of knowing and those students who fail to demonstrate the traditional academic intelligences are held in low self-esteem and their strengths may remain unrealized and lost to both the institution and society at large (Campbell, 1996).

It is possible to say that multiple intelligences have an important role in education, especially in this new century with all the new reformation of the teaching/ learning

process. For instance, the constructivism theory has a close relationship with multiple intelligences. The constructivism theory is based on the students' knowledge and experiences. As a consequence, the different learning styles and opinions of the students will help the teacher to create a better knowledge developed in the classroom. The reason is simple; it is possible to analyze this base example. If a team leader uses wisely each ability of his team members they will do marvelous work. Each person has special skills and, if they are used correctly, will be a great benefit to achieve a goal. Those special skills of each person are the multiple intelligences, during the educational process of a person must be developed in its maximum potential to get better results not only for the owner, also for society ; because he/she is able to contribute to the world with these special skills.

Taase, Satariyan, Reynolds, Salimi, H., & Mohseni (2015) in their article sustain the theory of this investigation with this detailed information about the methodologies that teachers use to gain a better understanding and learning from the students.

According to Sinder, there has been a change of trajectory from incorporating a singular teaching method such as the Audio-lingual Method, the Total Physical Response [...], Cooperative Learning [...], Suggestopedia [...], and Communicative Language Teaching [...], to a more eclectic approach. Sinder (2001) purpose that ELT teachers, in the past, also applied multiple modal intelligences, but were unaware of the contemporary theory of multiple intelligences. Practicing listening comprehension in the past; however, incorporated verbal/linguistic modes of teaching through rote repetition using the Audio-lingual Method of teaching English. Another example was the use of the Total Physical Response, which emphasized both bodily/kinesthetic and verbal modes. Similarly, the Silent Way method [...] of language teaching encompasses a combination of intelligences. In this way, teachers may incorporate the use of visual/spatial and bodily kinesthetic intelligence by including physical objects, making gestures and performing pantomimes. With

Suggestopedia, for example, students' musical intelligence maybe developed through activities that embrace soft baroque music (Richards, 2001) and their visual/spatial intelligence improved through creating relaxing environmental aesthetics (Larsen-Freeman, 2000). Conversely, the teaching technique concerning Communicative Language Teaching, encapsulates the interpersonal intelligence, because of an emphasis on social interaction and a focus on attention to students' learning needs.

Taase, Satariyan, Reynolds, Salimi, H., & Mohseni (2015)

It is possible to comprehend that multiple intelligences are involved in most of the methodologies to achieve a better learning and understanding from students.

## **2.5. Legal Foundation**

The legal bases of this research are based on the Ecuadorian Ministry of Education (2009) in the document Ecuadorian in-service – English Teachers Standards. This investigation is focused on the third domain: Curriculum Development. Section b: Implementing and Managing Standards-Based English and Content Instruction. This investigation considers three literals from this section:

The literal 3.b.2 states that teachers have to incorporate activities, tasks, and assignments that develop authentic uses of language as students learn academic vocabulary and content-area material. It means, students will acquire language by activities, tasks, and assignments. This means that the teacher could use any type of activity or strategy to improve oral skills through multiple intelligences.

The literal 3.b.3 says that it is necessary to provide activities and materials that integrate listening, speaking, reading, and writing. For that reason, if the teacher considers the classroom's multiple intelligence in common they could improve not just oral skills, also the other skills.

The literal 3.b.5 says that “Develop students’ speaking skills for a variety of academic and social purposes.” With this in mind, this research will help the development of this skill.

The literal 3.b.6 explains “Provide standards-based instruction that builds on students’ oral English to support learning to read and write” accordingly to that it is possible to say that the teachers have to use strategies to improve not just oral skills, in consequence multiple intelligences will achieve that.

Furthermore, this research is based on the legal bases found in section 3.c: Using Resources and Technology Effectively in English and Content Instruction. The literal 3.c.3 states that teachers have to employ a variety of materials for language learning, including books, visual aids, and realia in addition to the textbook. That is why teachers should include in their classes a variety of techniques, methodologies and tools following the textbooks content.

### **3. METHODOLOGY**

In this section, the procedure includes the methodology, process, sample and tools used to achieve the objectives of this study. According to the classification of the scientific investigations, to pursue the purpose of the investigation and the knowledge which is supposed to reach, this investigation is quantitative with an exploratory scope, because it analyzed the positive influence of the multiple intelligences of the Applied Linguistics School students in the development of their oral skills.

#### **3.1. Method of Investigation**

The empirical methods used were the survey. This investigation is a quantitative study with a descriptive scope done in Esmeraldas City during the first semester of 2017

### 3.2. Population and Sample

The population were 30 students of the Applied Linguistics School at PUCESE. The sample was selected through the simple random formula shown below:

$$n = \frac{N \sigma^2 Z^2}{(N-1) \epsilon^2 + \sigma^2 Z^2}$$

Key:

n = It is the size of the sample

N = It is the size of the population

$\sigma$  = It is the deviation standard of the population. The value of 0.5 was assumed.

Z = It is the representative value of the confidence level of 95%, equivalent to 1.96

$\epsilon$  = It is the acceptable limit of sample error; the value of 0.09 was assumed.

Result:

$$n = \frac{30 \times 0.5^2 \times 1.96^2}{(30-1) 0.09^2 + 0.5^2 \times 1.96^2}$$

$$n = \frac{28,812}{1,953}$$

n= **24**

### 3.3. Techniques

- ***Bibliographic technique:*** It was used to sustain information in the current investigation for the theoretical framework and the discussion of the results.
- ***Survey:*** It was applied to the 24 students in the sample. The survey for students detected the predominating intelligences in the classrooms.
- ***Statistics technique:*** It was used to shape the results of the surveys.

## **4. RESULTS**

In this section the results are synthesized and explained. They answer the objectives set at the beginning of this study, using the survey to collect data. The answers are described following the results of the survey used to find out which are the predominating intelligences of the Applied Linguistics School students.

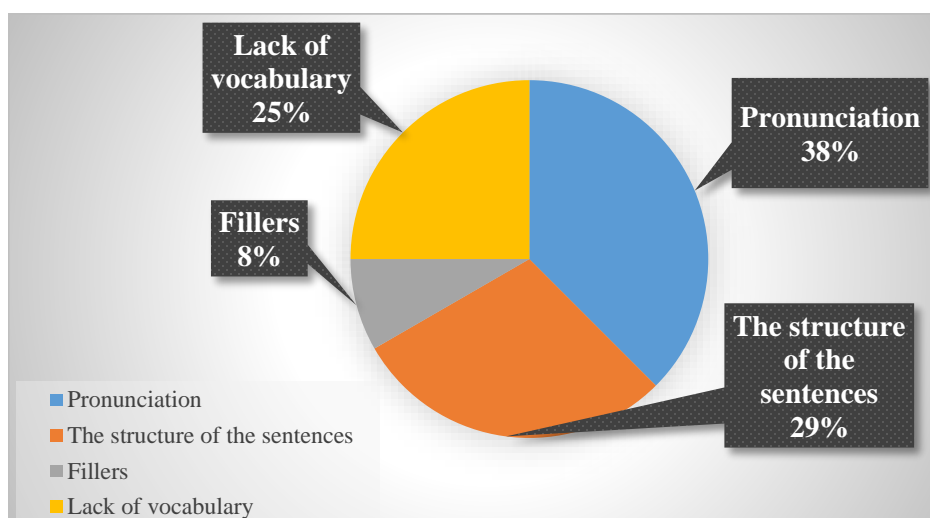
### **4.1. Sample Description**

The sample population were 24 students of the Applied Linguistics School, either males or females. The objective of the survey was to gather information about their habits, and the features that characterize them as human beings. This survey was individual and anonymous to each of the 24 participants.

## 4.2. Analysis and Description of the Results

First, it is important to analyze which is the mistake that the population makes while speaking, that is, why the first two questions were about oral skill mistakes.

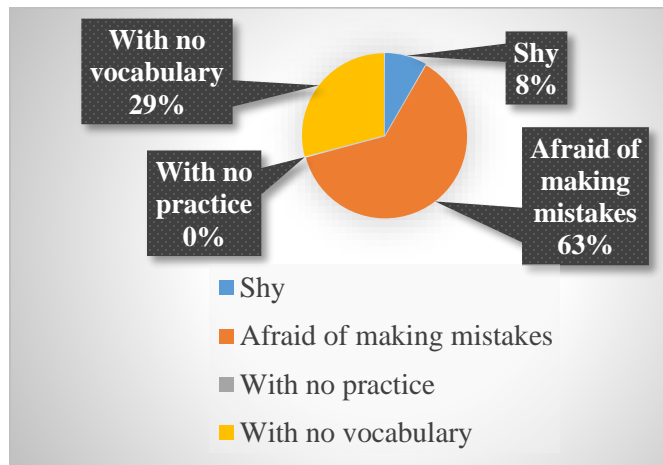
In Figure 1, it is possible to analyze that 9 of the survey respondents (38%) they have a pronunciation problem. After that, 7 people that represent 29%, have problems structuring sentences while speaking. 6 students (25%) need more vocabulary to use while speaking. Lastly, 2 of the students, which represent the 8% of the population, have problem with fillers.



**Figure 1.** Common mistakes students make while speaking.

Source: Survey taken from the students.

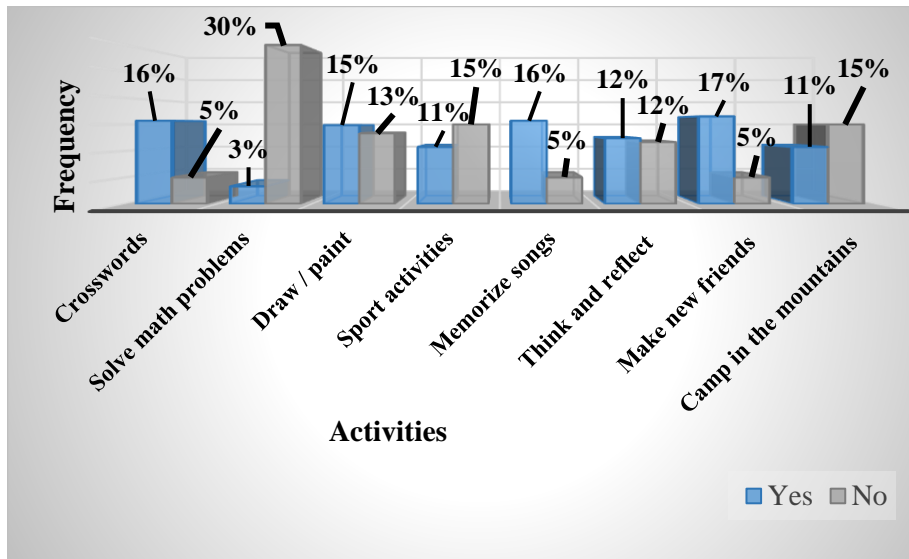
Figure 2, shows that 15 students (63%) are afraid of making mistakes while speaking, while 7 of them (29%) do not have enough vocabulary to keep a conversation. 2 students (8% of the sample) feel shy while speaking, and that makes it difficult to hold a conversation. Summarizing, 63% of the students feel afraid of making mistakes while speaking, so they prefer not to speak.



**Figure 2.** Students' feelings when they have to speak.  
 Source: Survey taken from the students.

In the next analysis it was determined which are the most common intelligences of the Applied Linguistics School Students.

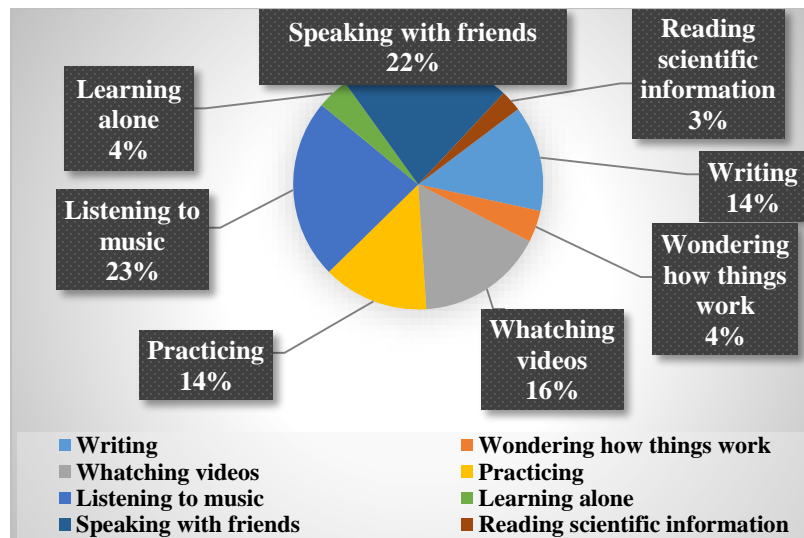
It is possible to analyze what the students like to do and what they do not like to do in their free time. It is necessary to indicate that the 3 most relevant positive and negative answers; under those circumstances, 17% of the students enjoy making new friends, 16% of them like to solve crosswords and memorize songs, 15% of them enjoy to draw/paint; those were the positive answers. As other important answers, we can see that 30% of the students do not like to solve math problems, 15% do not like to camp in mountains and to do sport activities, and, in contrast to the third positive answer, 13% of the students do not like to draw/paint. In summary, 17% of the results represent the interpersonal intelligence, 16% represent the verbal/linguistics intelligence and 15% represent the visual/spatial intelligence.



**Figure 3.** Activities students like or don't like.

Source: Survey taken from the students.

In the next question (see Figure 4) students selected which is the best way to learn English. 23% of them indicated that listening to music is the best strategy to learn English. 22% pointed out that talking with friends is better, but a significant percentage of students, 16%, denoted that watching videos is better than the other options. At last, analyzing this data it is possible to conclude, referring to the intelligences, 23% of students are musical, 22% are interpersonal and 16% are Visual.



**Figure 4.** The best ways to learn English.

Source: Survey taken from the students.

In Figure 5 it is possible to classify the predominating intelligences bear in mind the following indicators: “Always” is considered the first predominating intelligences of the students; “Generally” indicates the second predominating intelligence, and “Sometimes” is the indicator for the third predominating intelligence. Having established that, 19% of students indicated that they *always* enjoy social events; 19% of them pointed out that *generally* they detect grammar mistakes, and 17% denoted that *sometimes* they remember a place vividly. For that reason, in this question, the interpersonal intelligence is shown as the predominating one, followed by the verbal/linguistic intelligence in second place, and visual/spatial intelligence as the third predominating intelligence in our school.

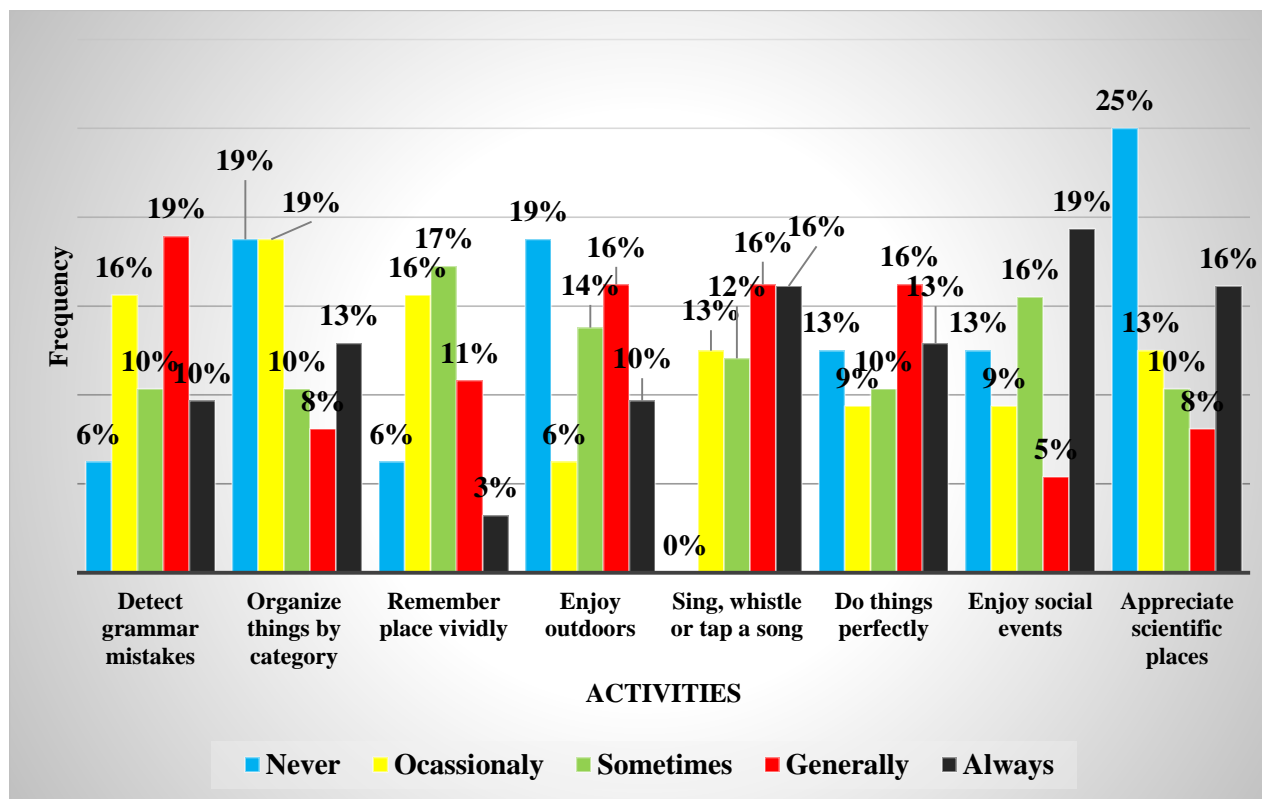
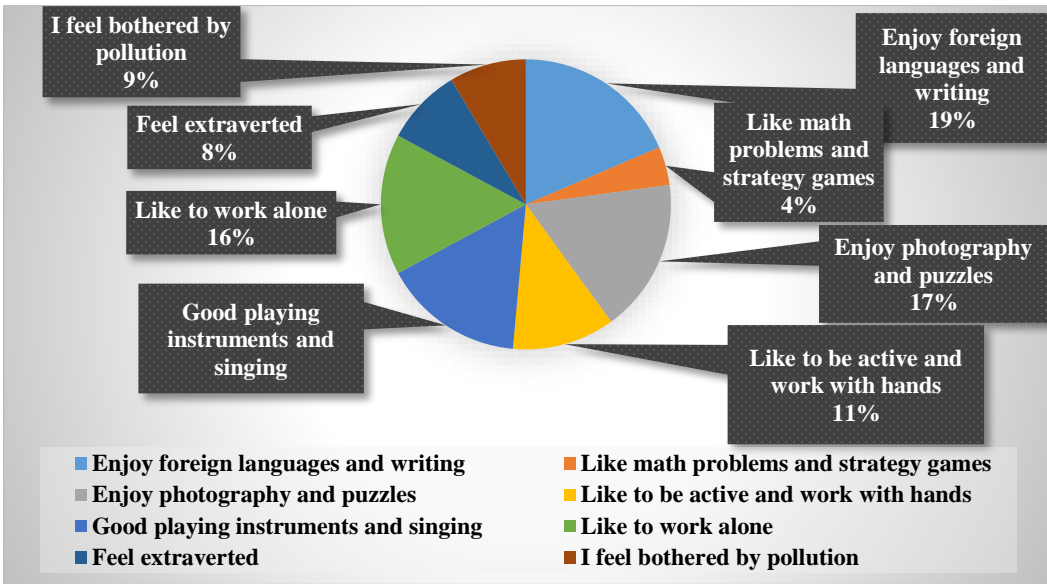


Figure 5. Predominating intelligences.

Source: Survey taken from the students.

Finally, question 6 is central to reach which is the predominating intelligence among the students. 19% of the students enjoys foreign languages and writing, 17% of them enjoy puzzles and photography and 16% likes to work alone and likes musical instruments, singing and playing. Finally, we can see that the predominating intelligence here is the verbal/ linguistic intelligence, followed by the visual/ spatial intelligence and intrapersonal and musical intelligences.



**Figure 6.** Sentences the students are identified with.

Source: Survey taken from the students.

## 5. DISCUSSION

First, it is important to talk about the first predominating intelligences and their importance. The first predominating intelligences are the interpersonal and verbal/linguistics intelligences, results taken from the survey applied to the Applied Linguistics School students at PUCE Esmeraldas. Certainly, verbal/linguistics is one of the predominating intelligences, because all of them are from the Applied Linguistics School. As Barrington (2004) explains in his investigation, the multiple intelligences have a great influence in the learning process. It is the reason why most of the students of this school feel identified with this multiple intelligence. Moreover, students are interpersonal too; most of them like to interact with people and, it is the motivational base to learn another language. It is essential to consider these two intelligences as the predominating ones, and it is possible to define that they are connected with the learning process of foreign languages, in this case with English. It was identified the multiple intelligences of the students it is possible to apply the Tasse's Theory (2015) that each learning style (Multiple Intelligence theory) is related to a method such as suggestopedia or direct method to learn a foreign language. In this case, it is important to foreign language learning process use the communicative language teaching and the audio-lingual method depending on their predominating multiple intelligences. For instance, teachers must use both methods to teach these students, because they will engage better to the lesson.

Otherwise, the second predominating intelligence is verbal/ linguistics intelligence, as it was mentioned before, most of them feel identified with this intelligence because they are motivated to learn foreign languages. Otherwise, this intelligence is important in students' degree, because if a learner who do not feel identified with this intelligence, there is a possibility he/she could have difficulties to learn and practice English, to get all the advantages from this intelligence, teachers must use the audio-lingual method.

The third predominating intelligences are visual/spatial and intrapersonal intelligence, which means that students are able to learn looking at what teachers want

to make them learn, which the short description of silent way method is. Moreover, students can learn by themselves which is related to the intrapersonal intelligence. According to the investigation of Tasse (2015) each intelligence has a teaching method or two intelligences for one teaching method. In addition, it is possible to relate the visual and the intrapersonal intelligence with the same teaching method, such as silent way method, because it is clearly involving both intelligences, but to take advantages of these a unique teaching method is needed. The positive thing about the intrapersonal intelligence refers to students are able to learn with their personal methods, such as listening to music, reading, solving crosswords, or interacting in English, because one feature of the intrapersonal intelligence is that students could improve their abilities by themselves.

## **6. CONCLUSIONS**

Throughout the development of this study, it is possible to determine the conclusions of this investigation according to the objectives proposed at the beginning:

- The theoretical investigation of the Multiple Intelligences helped to realize the importance of the different learning styles that each student has a different way to learn and multiple intelligences are important in the educational system.
- It is evident that students have problems to use their oral skills and those problems are caused by the lack of practice and pronunciation, as pointed by themselves in the survey.
- The results reveal that the predominating intelligences among the Applied Linguistics Students are: first common intelligence the Interpersonal and Verbal/Linguistics Intelligences; second the Verbal/ Linguistics Intelligence, and third the Visual/Spatial and Intrapersonal Intelligence.

## **7. RECOMMENDATIONS**

- The theoretical investigation of Multiple Intelligences should help future teachers to prepare their lessons in order to use their intelligences.
- Students should use their predominating intelligences to improve their basic skills in English.
- The usage of different methods to improve students' oral skills such as suggestopedia, direct method, audio-lingual method and communicative language teaching.
- It is reasonable to continuous investigating Multiple Intelligences because they could lead to a better future for Education.

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## **9. APPENDICES**

### **9.1. APPENDIX 1**

#### **Survey to the Students**

**The objective of this survey is *to analyze the predominating intelligence that Applied Linguistics students have in order to improve their oral skills.***

**Mark with an “X”**

**1) Which is your most common mistake when speaking?**

- a) Pronunciation
- b) The structure of the sentence
- c) Fillers
- d) Lack of vocabulary

**2) When you have to speak English, how do you feel?**

- a) Shy
- b) Afraid to make mistakes
- c) With no practice
- d) With no vocabulary

**3) Which of these activities do you like?**

Activities	Yes	No
Doing crosswords		
Solving math problems		
Drawing/ painting		
Doing sport activities		
Memorizing songs		
Thinking and reflecting		
Making new friends		
Camping in the mountains		

**4)**

**Which of these do you consider the best ways to learn English? (Circle 3 answers)**

- a) Writing
- b) Wondering how things work
- c) Watching videos
- d) Practicing
- e) Listening to music
- f) Learning alone
- g) Speaking with friends
- h) Reading scientific information

**5) How often do you do these things? (1= Never, 2=Occasionally, 3=Sometimes, 4=Generally, 5=Always)**

Activities	1	2	3	4	5
Detect grammar mistakes					

Organize things by category					
Remember places vividly					
Enjoy outdoors					
Sing, whistle or tap a song					
Do things perfectly					
Enjoy social events					
Appreciate scientific places					

**6) Select the sentences that you feel identified with**

- I enjoy foreign languages and writings, also I easily remember quotes and famous saying.
- I really like Math and I can do easily Math in my head, also I'm good at strategy games.
- I enjoy photography, I 'm good at solving visual puzzles and at artistic composition.
- I like to be active, to figure out how things work and I like to work with hands.
- I'm good at instrument playing and singing, I enjoy different sounds and I have a good rhythm.
- I like to work alone, I feel intuitive and Independent also philosophic and perfectionist.
- I feel extraverted, sensitive to others moods and I like social events.
- I feel bothered by pollution, and I feel alive when I'm in contact with nature; I love nature.

## 9.2. APPENDIX 2

### PHOTOGRAPHS







