



NATIONAL UNIVERSITY OF LOJA

**AREA OF EDUCATION, ART AND
COMMUNICATION**

ENGLISH LANGUAGE CAREER

THESIS

**“THE MULTIPLE INTELLIGENCES AND THEIR INFLUENCE IN THE TEACHING-
LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH STUDENTS OF 1ST, 2ND
AND 3RD YEARS OF HIGH-SCHOOL CURRICULUM AT “TRCN. LAURO GUERRERO”
MILITARYHIGH-SCHOOL OF LOJA CITY. PERIOD 2009-2010”.**

THESIS PREVIOUS TO OBTAIN THE
LICENTIATE'S DEGREE IN SCIENCE
OF EDUCATION, ENGLISH
LANGUAGE ESPECIALIZATION.

AUTHORESSES:

Erika Cristina Alberca Abad

Andrea Elizabeth Córdova Erreis

THESIS DIRECTOR:

Mg. Sc. Ing. Rosa Paola Moreno Ordóñez

LOJA – ECUADOR

2009-2010

CERTIFICATION

Mg.Sc.Ing. Paola Moreno

TEACHER OF THE NATIONAL UNIVERSITY OF LOJA.

DIRECTOR OF THESIS

CERTIFIES:

To have directed and corrected this thesis, previous to obtain the Licentiate's degree with the title: **"THE MULTIPLE INTELLIGENCES AND THEIR INFLUENCE IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH STUDENTS OF 1ST, 2ND AND 3RD YEARS OF HIGH-SCHOOL CURRICULUM AT "TCRN. LAURO GUERRERO" MILITARY HIGH-SCHOOL OF LOJA CITY. PERIOD 2009-2010"**, under the responsibility of the undergraduate Students: Erika Cristina Alberca Abad and Andrea Elizabeth Córdova Erreis, therefore I authorize its presentation and defense.

Mg. Sc. Ing. Paola Moreno

THESIS DIRECTOR

AUTHORSHIP

All the criteria, analysis and concepts presented in this present research work, are of their authoresses' absolute responsibility. It can be used as a informative resource.

Erika Cristina Alberca Abad

Andrea Elizabeth Córdova Erreis

ACKNOWLEDGEMENTS

We want to express our gratitude to the National University of Loja, the Area of Education, Art and Communication, English Language Career by their work and dedication, because the teachers had encouraged an excellent teaching-learning process with us, and they have let us to achieve one of our goals in the life.

In the same way, our thankfulness to teachers of the English Language Career, especially Mg. Sc. Ing. Paola Moreno who has given us all her support as our thesis director to finish this research work.

To the authorities, teachers and students of “Tcrn. Lauro Guerrero” Military High-School, who provided us all the information needed to carry out the present research work.

THE AUTHORESSES

DEDICATION

I want to dedicate this thesis firstly to God; to my mom Hilda, who in each moment of my life has given me her unconditional support, to my husband Robert, who with patience and love encouraged me to work, to my children who have given me the strength to keep going. In addition, to everybody that always believed and motivated me to achieve my goals.

Thanks and God bless them forever.

Erika

I'd like to thanks to God, for have given me the life and the opportunity to have an excellent mother that never leave me and for being my main support. I also have to be grateful with all my families for their patience, so that I dedicate this research work to all of them.

Andrea

INDEX

CONTENTS

PRELIMINARES	PAGES
Cover Page	i
Certification	ii
Authorship	iii
Acnowledgements	iv
Dedication	v
Index	vi
1. INTRODUCTION	1
2. SUMMARY	5
3. REVISION OF LITERATURE	6
4. METHODOLOGY	23
5. EXPOSITION AND DISCUSSION OF RESULTS	
5.1 Teachers and Students' survey	31
5.2 Test	55
6. DISCUSSION	
6.1 HIPOTHESIS ONE	57
6.2 HIPOTHESIS TWO	60
7. CONCLUSIONS	63

8. RECOMMENDATIONS	65
9. REFERENCES	66
10.ANNEXES	67

1. INTRODUCTION

The traditional classroom tends to treat students as a homogeneous group; with the teacher presenting the same exercises to his/her students at the same time, and expecting the same answers to be produced with similar time limits. Students are expected to assimilate the knowledge presented by the teacher with a strong emphasis on the use of language and logical-mathematical analysis. Most academic knowledge is presented for learning by means of an extremely limited methodology and the acquisition of language, whereby the best grades are assigned to students who demonstrate the greatest ability for memorization.

In the heyday of the psychometric and behaviorist areas, it was generally believed that intelligence was a single entity that was inherited; and that human beings - initially a blank slate - could be trained to learn anything, provided that it was presented in an appropriate way. Nowadays an increasing number of researchers believe precisely the opposite; that there exists a multitude of intelligences, quite independent of each other. Each intelligence has its own strengths and constraints; that the mind is far from unencumbered at birth; and that it is unexpectedly difficult to teach things that go against early 'naive' theories of that challenge the natural lines of force within an intelligence and its matching domains.

One of the main impetuses for this movement has been Howard Gardner's work. Howard Gardner has questioned the idea that intelligence is a single entity, that it results from a single factor, and that it can be measured simply via IQ tests. He has also challenged the cognitive development work of Piaget. Bringing forward evidence to show that at any one time a child may be at very different stages for example, in number development and spatial/visual maturation, Howard Gardner has successfully undermined the idea that knowledge at any one particular developmental stage hang together in a structured whole.

This research work has been done at "Tcrn. Lauro Guerrero" Military High School of Loja city, with students of 1st, 2nd and 3rd years of high school curriculum with the main objective of knowing what the influence of multiple intelligences is on the teaching-learning process, during the scholar year 2009-2010.

The general hypothesis stated says the multiple intelligences influence in the teaching-learning process of the English language in the students of high school curriculum at "Tcrn. Lauro Guerrero" Military High School.

As specific objectives we wanted to define the role of the multiple intelligences in the learning of the English language and to identify the techniques that the teachers apply to develop the multiple intelligences in

the students of high school curriculum at “Tcrn. Lauro Guerrero” Military High School.

During the research work we used different methods: the first one was the scientific method which let us to do a logic explanation about multiple intelligences and their techniques, and the teaching learning process too; the analytical-syntethic and descriptive methods helped us to analize and describe the obtained data in order to establish the main conclusions and recommendations.

The techniques that we used were the surveys applied to teachers and students and a students’ test, which let us to contrast the information with the obtained results in order to deny our hypothesis.

The researching work contains four parts distributed in the following way:

First part, is about the revision of the literature where we did a summary of all the researched information about the multiple intelligences and their techniques, and the teaching-learning process.

Second part, includes the methodology used to develop the field research to analize the obtained data and to establish the respective conclusions

and recommendations. It also contains the techniques and population whom the survey was applied.

Third part, contains the exposition and discussion of the results with the respective statistics tables and graphs, which are representing the obtained data through the applied surveys to teachers and students, and the analysis of each question to deny the first and second hypothesis through a descriptive analysis of the data.

Fourth part, refers to the arrived conclusions, after analyzing question by question of the surveys, the same that served as support to state the respective recommendations or possible solutions to the problematic about the multiple intelligences techniques applied in the teaching-learning process, found in the researched high school.

2. SUMMARY

The present investigation is about "THE MULTIPLE INTELLIGENCES AND THEIR INFLUENCE IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH STUDENTS OF 1ST, 2ND AND 3RD YEARS OF HIGH SCHOOL CURRICULUM AT "TCRN. LAURO GUERRERO" MILITARY HIGH SCHOOL OF LOJA CITY. PERIOD 2009-2010", with the purpose to know and demonstrate the influence of the multiple intelligences in the teaching-learning process of English language.

In this research work we used the scientific method, to do a logic explanation. As particular methods we used the descriptive, the analytical-sintethic and explicative one, finally we used the descriptive method that helped us with the identification and precisied delimitation, formulation of the hypothesis, recollection, organization and interpretation of the data.

After analyzing the obtained results we deny the first hypothesis because we have proved that teachers take into account the multiple intelligences in the teaching-learning process, and we deny the second hypothesis too which mention that the techniques applied by teachers are not in relation to the multiple intelligences.

Finally, we established some conclusions which are: the multiple intelligences are took into account in the teaching-learning process of the English language by teachers. Most of the teachers and students define the multiple intelligences as the style to learn, considering that they're an essential instrument for education. The teachers know about multiple intelligences techniques but they don't apply the corresponding ones to each intelligence so, they don't use the different activities to develop meaningfully overall intelligences.

3. REVISION OF THE LITERATURE

MULTIPLE INTELLIGENCES

- **Definitions**

Howard Gardner defines the intelligence as the capacity to solve problems or to fashion products that are valued in one or more cultural setting. The importance of Gardner's definition is double:

First, it amplifies the area of what intelligence is and recognizes what we knew intuitively, because the academic brilliancy is not all in the time to learn something. When we need to affront different aspect in the life, it is not simply to have a good academic expedient. There are people with a great intellectual capacity but they are unable to select correctly their friends, or vice versa.

Second but not less important, Gardner defines the intelligence as a capacity. Some time before, the intelligence was considered something innate and immovable. People were born intelligent or not, and the education could not change this fact. So that, in nearly ages to deficient psychics; they were not educated because the effort was considered ineffective.

To define the intelligence as a capacity, Gardner changes it into an ability that could be developed. Gardner does not deny the genetic component. All of us were born with marked potentialities by genetic. But these potentialities will be developed in different ways, depending on natural environment, lived experiences, the acquired education, etc.

“Howard Gardner argued that he was making two essential claims about multiple intelligences:

- The theory is an account of human cognition in its fullness. The intelligences provided a new definition of human nature, cognitively speaking. Human beings are organisms who possess a basic set of intelligences.
- People have a unique blend of intelligences. Howard Gardner argues that the big challenge facing the deployment of human resources is how to best take advantage of the uniqueness conferred on us, as species exhibiting several intelligences”¹.

¹ http://www.infed.org/thinkers/gardner.htm#multiple_intelligences#multiple_intelligences-2008

Types of intelligences

Howard Gardner initially formulated a list of seven intelligences. His listing was provisional. The first two have been typically valued in schools; the next three are usually associated with the arts; and the final two are what Howard Gardner called personal intelligences.

Linguistic Intelligence

This kind of intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically. People who have this intelligence usually have a good vocabulary. They like to read books and always seem to be absorbed in books and so do well in English class.

Logical-Mathematical Intelligence

It consists on the capacity to analyze problems logically, carry out mathematical operations and investigate issues scientifically. “In Howard Gardner's words, it entails the ability to detect patterns, reason deductively

and think logically. This intelligence is most often associated with scientific and mathematical thinking”².

People who prefer to use their logical-mathematical intelligence usually do well on standardized comprehension / written language tests. They like to solve abstract problems and often do so by trial and error. These people can see patterns in thought and logic as well as in nature.

Musical Intelligence

This intelligence involves skill in the performance, composition and appreciation of musical patterns. It includes the capacity to recognize and compose musical pitches, tones and rhythms. According to Howard Gardner musical intelligence runs in an almost structural parallel to linguistic intelligence.

People who are musically intelligent can usually hear music in their heads and learn songs quickly. They like to play some musical instruments or spend hours listening to music on the radio or CD's. But music belongs to everybody.

2 http://www.infed.org/thinkers/gardner.htm#multiple_intelligences#multiple_intelligences - 2008

Bodily-Kinesthetic Intelligence

Bodily-kinesthetic intelligence entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. "Howard Gardner sees mental and physical activity as related"³.

People with a preference for this kind of intelligence generally have skills such as strength, balance endurance, flexibility and coordination. But if bodily-kinesthetic intelligence is not our specialty, we can still use our body to help our mind. For example, physical exercise like dancing, swimming, walking, jogging or aerobics can improve our mental health.

Spatial Intelligence

It involves the potential to recognize and use the patterns of wide space and more restricted areas.

People who prefer to use this kind of intelligence would rather draw a picture than write a paragraph. They enjoy rearranging the furniture in their house. The spatial intelligence people see things that other people

³ http://www.infed.org/thinkers/gardner.htm#multiple_intelligences#multiple_intelligences - 2008

probably miss. They notice colors, shapes and patterns, and how light falls on the objects.

Interpersonal Intelligence

The interpersonal intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others.

People with a high preference for interpersonal intelligence always have a talent for understanding other people (their feelings, thoughts, motivations, moods, needs and struggles). They also can use these skills to help and comfort people, to manipulate and persuade people.

Intrapersonal Intelligence

This intelligence needs the capacity to understand oneself, to appreciate one's feelings, fears and motivations. According to Howard Gardner's view it involves having an effective working model of ourselves, and to be able to use such information to regulate our lives.

People with a preference for intrapersonal intelligences like to think about questions such as "Who I am?", "What is the purpose of life?", "What is the

meaning of my dream?”, because their goal is to understand themselves. In order to do this, they take the time to become aware of many different emotions that live inside of them. Maybe they feel most peaceful and self-aware when they are walking alone in nature.

Naturalistic Intelligence

Naturalistic intelligence allows human beings recognizing, categorizing and drawing upon certain features of the environment. It combines a description of the ability with a characterization of the role that many cultures value.

“The case for inclusion of naturalist intelligence appears pretty straight forward; the position with regard to spiritual intelligence is far more complex. According to Howard Gardner there are problems, for example, around the context of spiritual intelligence, its privileged but unsubstantiated claims with regard to truth value, and the need for it to be partially identified through its effect on other people”⁴.

People who use this intelligence are always concerned with observing, classifying and understanding the parts of the physical environment as well as showing understanding of natural phenomena.

⁴<http://www.infed.org/thinkers/gardner.htm#additions#additions> - 2008

TEACHING LEARNING PROCESS

Definitions

The teaching-learning process is the heart of education. On it depends the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students.

Teaching and learning are related terms. In teaching-learning process, the teacher, the learner, the curriculum and other variables are organized in a systematic way to reach some pre-determined goals.

Learning can be defined as the relatively permanent change in an individual's behavior or behavior potential as a result of experience or practice. This can be compared with the other primary process producing relatively permanent change maturation that results from biological growth and development. Therefore, when we see a relatively permanent change in other or ourselves we know that the primary cause was either maturation (biology) or learning (experience). As educator there is nothing we can do to alter the individual's biology; the only influence open to use is to provide an opportunity for students to engage in experiences that will lead to relatively permanent change.

Teaching then, can be thought of as the purposeful direction and management of the learning process. Note that teaching is not giving knowledge or skills to students; teaching is the process of providing opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher.

What do teachers bring to the teaching-learning process?

Knowledge does not belong to a teacher who is supposed to deliver it; it is rather the result of social interaction and the meanings the teacher and the students construct together. This process is not a linear sequence of events but a dynamic phenomenon, whereby the teacher, who is more knowledgeable, is called upon to act, among other things, as a mediator, influencing and being influenced by the students, who happen to lack this knowledge. In reality, this process is far more complicated than it seems, as there are a host of factors that affect its outcomes, for example, learner abilities, the classroom environment, infrastructure, etc. Here, we will only examine the role of the teacher and his/her contribution to (language) learning. Of course, teachers in the real world come in all shapes and sizes, exhibiting a wide range of different personalities, beliefs and ways of thinking and working. Thus, we can not hold that someone who uses methods and models of teaching that differ from the ones informed by research is necessarily a "bad teacher."

A constructivist view of education

“Ernst Von Glasersfeld, the "father" of constructivism, believes that education has two main purposes: to empower learners to think for themselves, and to promote in the next generation ways of thinking and acting that are deemed important by the present generation (Glasersfeld, 1995). Moreover, in his view, constructivist learning is best put into practice by dint of presenting the learners with issues and concepts in the form of problems to be explored, rather than as factoids to be ingested and then regurgitated.

For Thomas and Harri-Augstein (1985), constructivist learning and, in general, all approaches to learning and teaching are organized attempts to bring some kind of meaning to our lives. For them, education can be an enriching experience, as long as the meanings that emerge are personal and significant in some part of the person's life”⁵.

⁵ <http://www.tefl.net/esl-articles/teaching-learning.htm> - 2002

TECHNIQUES TO DEVELOP THE MULTIPLE INTELLIGENCES

Creative thinking approaches to develop bodily – kinaesthetic intelligence

Any approaches that involve touching and moving will help develop this type of intelligence. Try the following:

- Use post it notes to generate ideas. Then put them on a wall and sort them into categories.
- Use post it notes to create flowcharts and Gantt charts that can be physically built up and manipulated.
- Make something physically real by providing a model people can touch, walk around and interact with.
- Make a problem a physical reality by acting out a role – play.
- If drawing pictures or diagrams make them big so that they maximise the amount of movement required.
- Place whiteboards in different locations so that you can catch ideas as you move around.
- Shuffle, play with and select cards from a 'Whack Pack' to stimulate your thinking.
- Provide stress balls and other tactile toys that people can squeeze and touch whilst they are thinking.

- Rehearse and memorise physical actions such as dance movements to build up your muscle memory.
- Go for a walk or do some other type of physical activity whilst thinking.
- Build models of your ideas with play – dough and other tactile materials.

Creative thinking approaches to develop interpersonal intelligence

Any approaches that involve group interaction and communication will help develop this type of intelligence. Try the following:

- Use role - plays involving interaction between two or more people.
- Use any group brainstorming approaches.
- Use Co counselling techniques to encourage questioning and listening.
- Put your self in the shoes of others. How do they think and/or feel about the issue or problem?
- Create new opportunities for face to face contact.
- Personalise the problem. How does it affect a day in the life of an individual?
- Build relationships with people who are different, do different things, or do things differently.

Creative thinking approaches to develop linguistic intelligence

Any techniques that involve a significant amount of writing and/or speaking will help develop this type of intelligence. Try the following:

- Describe a topic using different words and phrases.
- Write down others' ideas using your own words.
- Clarify your thinking by speaking your thoughts out loud.
- Find someone that you can speak at rather than to.
- Script out a problem or issue in the form of a play.
- Create acronyms and key phrases to develop your verbal memory.
- Write out your experiences in a personal journal.
- Tell the story of a problem, how it began, how it developed and how it was brought to an end.
- Write down your ideas as they occur to you without self - censorship.
- Read what you have written out loud.

Creative thinking approaches to develop logical – mathematical intelligence

Any techniques that involve an analytical approach that breaks things down, build things up or looks for patterns can be used to develop this intelligence. Try the following:

- Ask 'How?' to chunk a problem down and get into its detail.
- Ask 'Why?' to chunk a problem up and obtain its overall context.
- Create process maps of problem areas.
- Identify the positive, effectiveness increasing and negative, effectiveness decreasing attributes of specific products or activities and identify how they can be maximised and minimised respectively.
- Identify the key 'Moments of Truth' in a service or process, those activities that are critical to its effectiveness, and find ways to enhance them.

Creative thinking approaches to develop naturalistic intelligence

Any techniques that involve producing and development your own and others' ideas will help develop this intelligence. Try the following:

- Create mind maps to explore, categorise and develop your thinking about problems and issues.
- Look for ways to create new, improved ideas from separate, initially unrelated ideas.
- Produce new ideas by using random objects and words and their various characteristics and associations to stimulate your thinking.

Creative thinking approaches to develop intrapersonal intelligence

Any techniques that encourage self – awareness and reflection will help develop this intelligence. Try the following:

- Keep a journal of your ongoing experiences. Think specifically about what you thought, felt and did in specific situations. What insights does this give you?
- Write a script of a situation you want to deal with well. Take note of what you think and feel as you read through it. What insights does this give you?
- Explicitly notice what you are thinking, feeling and doing at the same time as others are speaking. Also, mentally note what you find positive, negative and interesting about what they are saying. Ask yourself why this is.

Creative thinking approaches to develop spatial intelligence

Any techniques that encourage the visual expression and manipulation of thoughts, ideas and concepts will help the development of this intelligence. Try the following:

- Draw a picture of a problem or issue.
- Create a mind map of a problem or issue.
- Use diagrams and flow charts instead of words.
- Make visual notes of what someone is saying rather than using words.
- Use pictures and symbols to represent important concepts, or concepts that would take a lot of words to describe.
- Keep a personal sketchbook within which to draw pictures of your ideas.
- Use the cartoon strip approach to 'draw out' the story of a problem or process.

Creative thinking approaches to develop musical intelligence

Any techniques that encourage the development of musical awareness, sense of rhythm and hearing in general will help enhance this intelligence.

Try the following:

- Use rhythmic rhymes and memorable melodies to memorise information.
- Experiment with adding music to your environment. What types of music help you to relax or concentrate? What types of music stimulate and energise you?

- Immerse yourself in the sounds associated with the situation or subject you are addressing.
- Listen to audio recordings of lectures and books
- Record your own thoughts and ideas and play them back to yourself
- Use participative idea generation techniques that emphasise listening rather than movement.

4. METHODOLOGY

4.1 DESIGN OF THE INVESTIGATION

This research work is characterized as a non-experimental work because we (researchers) didn't have the chance to manipulate the variables, it was developed in a descriptive way. We only described the object in the same way as it is represented in the reality and developed a critical analysis to the results to propose some alternatives of solution. We developed our research work based on the scheme provided by the English Language Career of the Education, Art and Communication Area of the National University of Loja.

All the research work is a complex and methodical process, which had been developed with a correct methodology, so that according with the characteristics of this investigation we consider suitable to be guided with some methods that will let us reach a satisfactory level of explanation and prediction.

4.2 METHODS, TECHNIQUES AND INSTRUMENTS

4.2.1 Methods

The main method that we used in this project is the *scientific* because it let us carry out a systematic and ordered process to do a logic explanation of

the relations that are established in the researched object and consequently we can derivate some alternatives of solution to the found problem.

As particular methods we used the *descriptive*, the *analytical-syntethic* and the *explicative* one.

The *descriptive method* was used in the observation of facts, phenomenon and cases to do the analysis and interpretation the data with a pre-established finality. It also was useful for the identification and precise delimitation, formulation of the hypotheses, recollection and elaboration (organization, comparison and interpretation) of the data, extraction of conclusions and draft of the final report.

The *analytical-synthetic method* was used to examine the obtained results through the research instruments and to make the interpretation of the data and explain the cause of the facts, phenomenon that constitute the problem.

The *explicative method* served to explain the implicit relation of the established variables in the research object, to give our point of view according to the obtained results and to explain the theoretical referents.

It's important to mention that the descriptive statistics was used as a tool that facilitated the representation of the data in tables and graphics that let us the comprehension of the obtained information.

4.2.2 Techniques and instruments

With the purpose to get the empiric information about the researched object we used the following techniques and instruments:

The *multiple intelligences test* that was applied to the students of 1st, 2nd and 3rd years of high school curriculum at "Tcrn. Lauro Guerrero" Military High School to know if the multiple intelligences influence in the learning of English language, which was contrasted with the acquired knowledge (students' scores). This helped us to deny our first hypothesis.

We also applied a survey to the English teachers and another survey to the students of 1st, 2nd and 3rd years of high school curriculum at "Tcrn. Lauro Guerrero" Military High School, in order to know and contrast if teachers were applying techniques relationed with the multiple intelligences.

4.3PROCEDURES

To do this research work we developed the following procedures:

4.3.1 Collection of data

In order to obtain the empiric information, firstly we applied a test to the students of 1st, 2nd and 3rd years of high school curriculum, At the same time we applied a survey to teachers and students too.

4.3.2 Tabulation

To do the tabulation of the obtained data in the field research we organized it according each kind of intelligence in order to know which relevant intelligences in every student are.

We also tabulated the multiple choice questions that the surveys had.

4.3.3 Organization

The organization of the empiric information was made according to the specific hypotheses that guided the classification of the obtained results with the test and the surveys which deny each hypotheses.

4.3.4 Description

Once we obtained the data, we described it in statistic tables that showed the frequency and the percentages of the obtained indicators with the applied instruments. This let us to do the representation of information graphically.

4.3.5 Graphic representation

After we had described the data, we represented them in bar graphs, so it facilitated the interpretation and consequently the critical analysis of every result.

4.3.6 Interpretation and Analysis

Once we had presented the information in tables and graphs, it was interpreted according to the obtained percentages and it was analyzed taking into account the major tendencies in the results and the variables of the specific hypothesis.

4.3.7 Hypothesis Verification

The verification of the hypothesis was demonstrated through a deductive hypothetical process supported in the logical analysis of the field investigation which final results were expressed in a descriptive way. We also contrasted the results with the searched information which helped us to deny our hypotheses.

4.3.8 Conclusions and Elaboration of the Report

The conclusions was drawn based on a specific analysis of the results and they served to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated the present research.

Finally, the elaboration of the final report was designed through chapters that let the understanding of the theory and of the results that we obtained in the present research.

4.4 ORGANIZATION AND MANAGEMENT OF THE RESEARCH

4.4.1 RESOURCES

- **Human**

- ✓ Research group: Érika Cristina Alberca Abad
Andrea Elizabeth Córdova Erreis
- ✓ Students of 1st, 2nd and 3rd years of high school curriculum at
“Tcrn. Lauro Guerrero” Military High School.
- ✓ Teachers of the English language area of “Tcrn.Lauro
Guerrero” Military High School.

- **Material**

- ✓ Office material
- ✓ Books.
- ✓ Copies.
- ✓ Test.
- ✓ Paper.
- ✓ Folders.

- **Technical**

- ✓ Computer.
- ✓ Printer.
- ✓ Internet.

4.4.2 BUDGET

Office material	50.00
Typing and printing	750.00
Unforeseen	200.00
TOTAL \$	1000.00

4.1.1 FINANCING

The expenses derived from the present work was assumed by the research group.

5. EXPOSITION AND DISCUSSION OF THE RESULTS

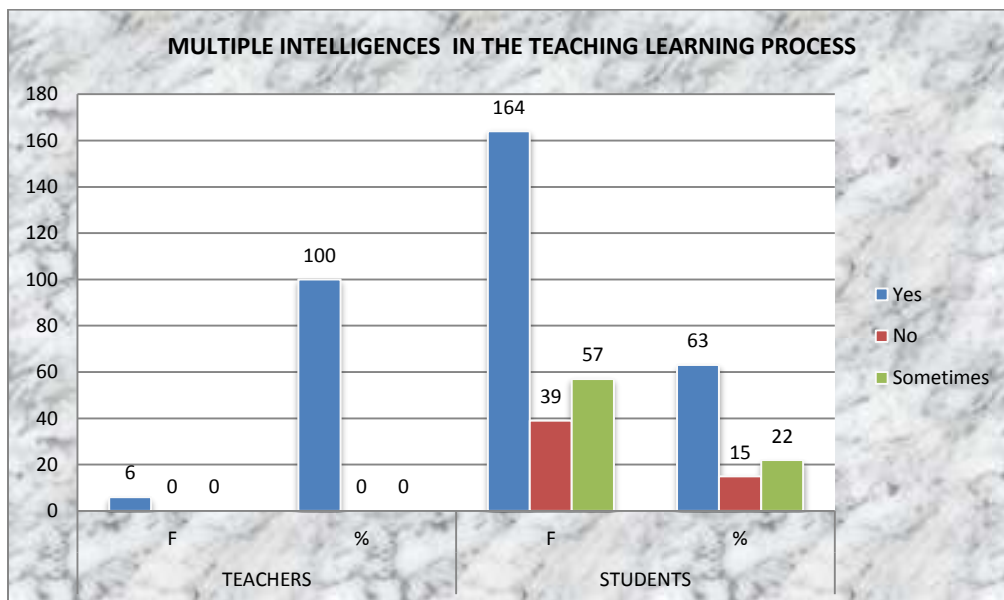
5.1 TEACHERS AND STUDENTS' SURVEY

1. Do you take into account the Multiple Intelligences in the teaching-learning process of English Language?

a. Statistic Chart

	TEACHERS		STUDENTS	
	F	%	F	%
Yes	6	100	164	63
No	0	0	39	15
Sometimes	0	0	57	22
TOTAL	6	100	260	100

b. Graph



Source: Teachers and Students' survey.
 Research group: Erika Alberca, Andrea Córdova.

c. Interpretation

Analyzing the graphic representation, 6 teachers that corresponds 100%, took into account the multiple intelligences in the teaching-learning process of their students.

As we can notice, 63% of students said that their English teachers take into account the multiple intelligences in the teaching-learning process, 15% said no and 22% answered sometimes.

d. Logical Analysis

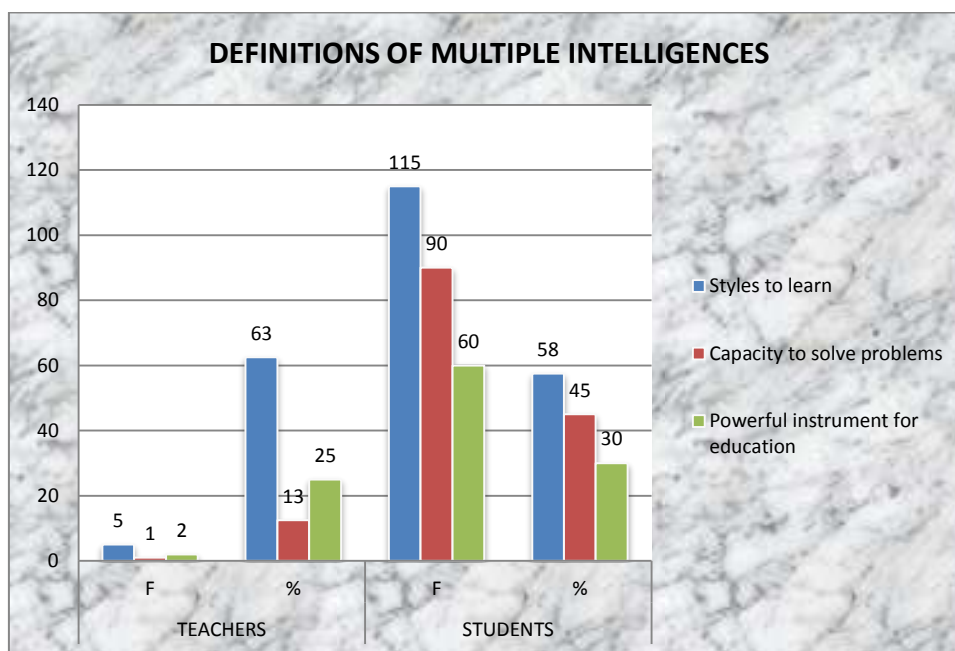
We can see that most of teachers know about the multiple intelligences and take into account them during the teaching-learning process and students agree with this aseveration. It's so important because the Multiple Intelligences is a new innovate theory that talk about eight different kinds of intelligences, it helps teachers to choose appropriate strategies and techniques. Also it's necessary that teachers recognize that each student is unique, each class is unique, and so it makes sense that teachers are so adaptable and as prepared as possible.

2. Which options are the appropriate to define the Multiple Intelligences?

a. Statistic Chart

	TEACHERS		STUDENTS	
	F	%	F	%
Styles to learn	5	63	115	58
Capacity to solve problems	1	13	90	45
Powerful instrument for education	2	25	60	30

b. Graph



Source: Teachers and Students' survey.
Research group: Erika Alberca, Andrea Córdova.

c. Interpretation

63% of teachers considered that the most appropriate definition about multiple intelligences was the “style to learn”, the “capacity to solve problems” 25% and “a powerful instrument for education” 13%.

According with the obtained results, 58% of students defined the multiple intelligences as a “style to learn”, 45% as a “capacity to solve problems” and 30% define as a "powerful instrument for education".

d. Logical Analysis

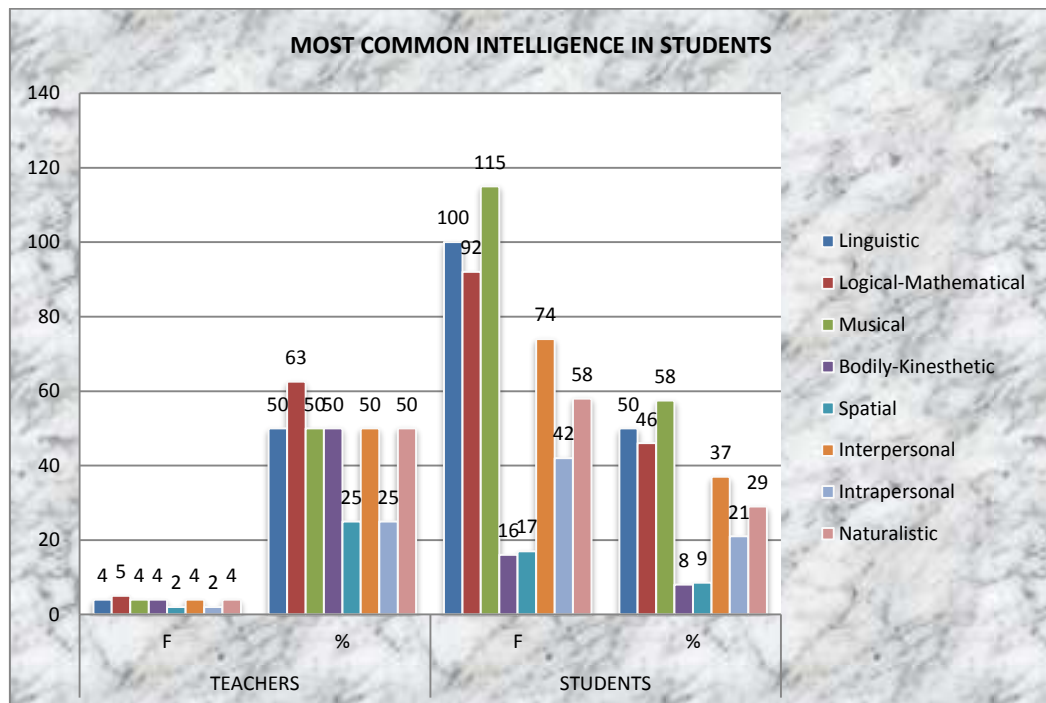
We can say that the majority of teachers and students had a clear idea about the concept of the multiple intelligences that refers to the different styles of learning and teaching. Nowadays they are an essential instrument for education. It's important to remember that these concepts are for understanding overall of personality, preferences and strengths, which will almost always be a mixture in each individual person.

3. Which are the most common intelligences in your students?

a. Statistic Chart

	TEACHERS		STUDENTS	
	F	%	F	%
Linguistic	4	50	100	50
Logical-Mathematical	5	63	92	46
Musical	4	50	115	58
Bodily-Kinesthetic	4	50	16	8
Spatial	2	25	17	9
Interpersonal	4	50	74	37
Intrapersonal	2	25	42	21
Naturalistic	4	50	58	29

b. Graph



Source: Teachers and Students' survey.
 Research group: Erika Alberca, Andrea Córdova.

c. Interpretation

As we can notice in the graph, 63% of teachers said that the most common intelligence in their students was the logical-mathematical; the linguistic, musical, bodily-kinesthetic, interpersonal and naturalistic intelligences represent 50%, spatial and intrapersonal 25%.

57% of students considered that the musical intelligence was the most common, 50% referred to linguistic intelligence, 46% logical-mathematical, 37% interpersonal, 29% naturalistic, 21% intrapersonal, 9% spatial and 8% bodily-kinesthetic.

d. Logical Analysis

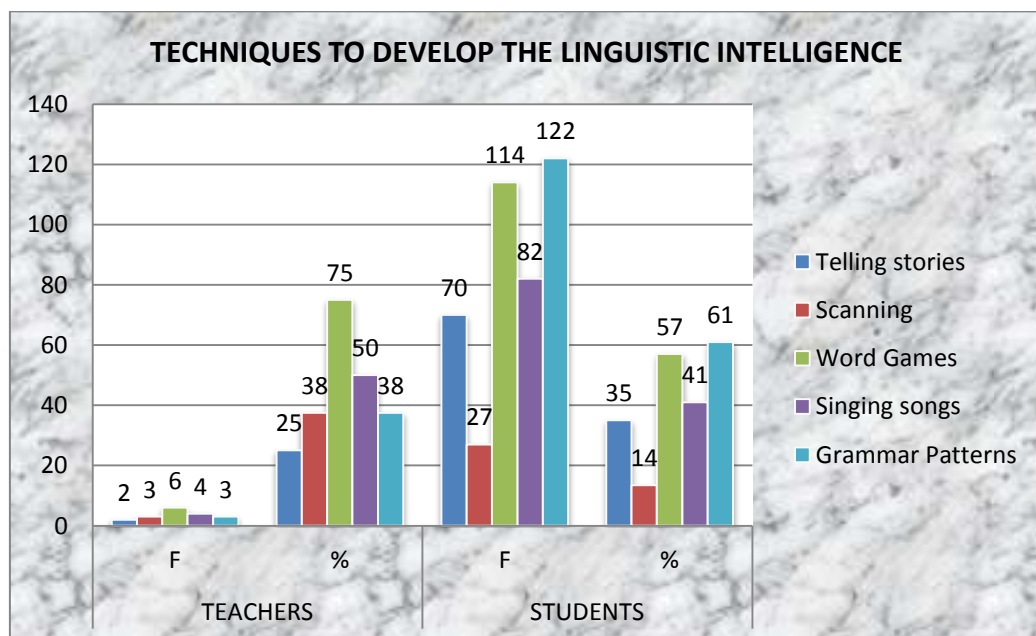
It's important to emphasize the significance of all the intelligences, but according to the results most of teachers said that their students had an inclination by the logical-mathematical intelligence where they can have a facility to solve problems and do calculations, but the students said that they were focused on the musical intelligence. However, we consider essential that teachers develop the other intelligences on students because they'll have more opportunities to learn different things in many contexts. Therefore, we notice that we had a huge contradiction between teacher and students thoughts.

4. Which techniques do you apply to develop the Linguistic Intelligence?

a. Statistic Chart

	TEACHERS		STUDENTS	
	F	%	F	%
Telling stories	2	25	70	35
Scanning	3	38	27	14
Word Games	6	75	114	57
Singing songs	4	50	82	41
Grammar Patterns	3	38	122	61

b. Graph



Source: Teachers and Students' survey.
 Research group: Erika Alberca, Andrea Córdova.

c. Interpretation

According to the obtained results, 75% the most used technique by teachers was word games. 50% singing songs, 38% scanning and grammar patterns and finally 25% submitted telling stories.

According to the obtained results, 61% of students said that the most frequent technique applied by teachers was grammar patterns, word games 57%, singing songs 41%, telling stories 35% and scanning 14%.

d. Logical Analysis

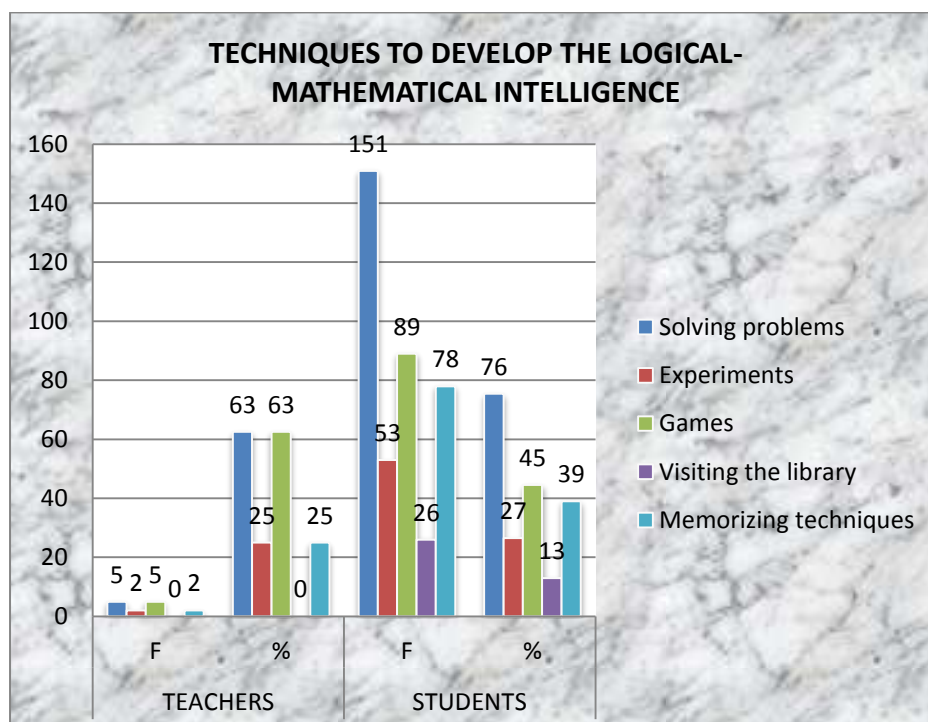
The graphic representation shows that word games was the main technique applied by teachers in the development of the linguistic intelligence, which is important because principally this intelligence has to do with words spoken even written. But, students expressed their point of view about this intelligence as the knowledge of grammar rules and when it was appropriated to disregard those rules, so teacher focused predominantly on grammar patterns. However it is important to characterize this intelligence as the capacity to use language, your native language and perhaps other languages, to express what's on your mind and to understand other people.

5. Which techniques do you apply to develop the Logical Mathematical Intelligence?

a. Statistic Chart

	TEACHERS		STUDENTS	
	F	%	F	%
Solving problems	5	63	151	76
Experiments	2	25	53	27
Games	5	63	89	45
Visiting the library	0	0	26	13
Memorizing techniques	2	25	78	39

b. Graph



Source: Teachers and Students' survey.
Research group: Erika Alberca, Andrea Córdova.

c. Interpretation

We can notice that 63% of teachers applied the solving problems and games techniques on their students, 25% did experiments and memorizing activities while visiting the library technique was never applied.

As we can observe in the graphic representation of students, the most used technique that teachers applied was solving problems 76%, games 45%, memorizing 39%, experiments 27% and visiting the library 13%.

d. Logical Analysis

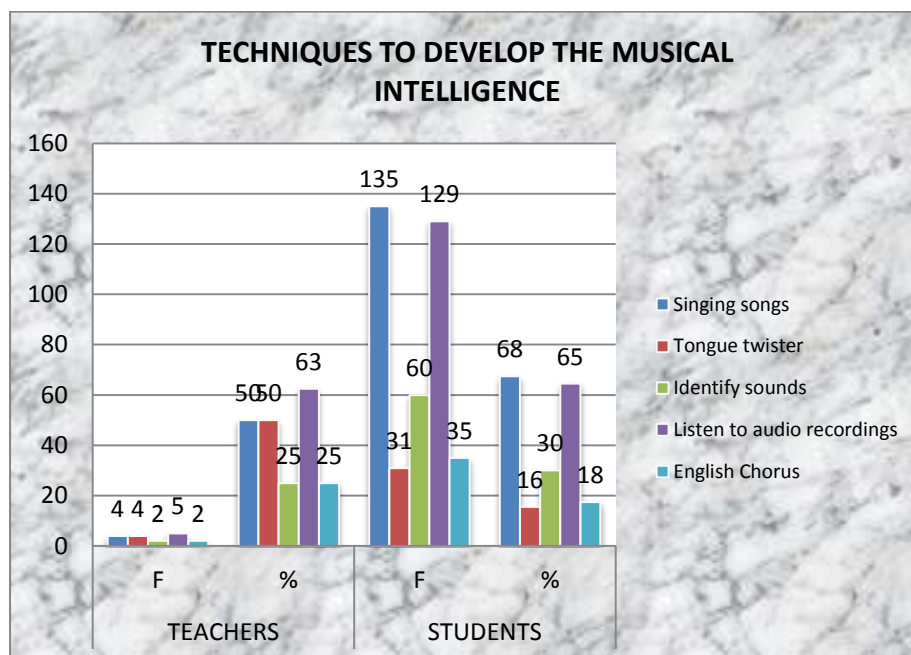
In relation to the obtained results according to teachers and students' answers, the main technique applied by teachers to develop the logical-mathematical intelligence was solving problems that is related to logic, abstractions, numbers and ability to perform complex calculations. This technique is correlated strongly with Intelligence Quotient that students have, which denotes that students will be abstract thinkers and they'll be good at investigation and scientific processes and learn best by logic.

6. Which techniques do you apply to develop the Musical Intelligence?

a. Statistic Chart

	TEACHERS		STUDENTS	
	F	%	F	%
Singing songs	4	50	135	68
Tongue twister	4	50	31	16
Identify sounds	2	25	60	30
Listen to audio recordings	5	63	129	65
English Chorus	2	25	35	18

b. Graph



Source: Teachers and Students' survey.
 Research group: Erika Alberca, Andrea Córdova.

c. Interpretation

The graph shows that 63% of teachers applied listen to audio recordings technique with students, in the other hand the 50% used singing songs and tongue twister activities, and 25% of teachers practiced the identification of sounds and formed the English chorus.

As we can notice, the most common technique applied by teachers was singing songs that represents 68%, listen to audio recordings 65%, and identify sounds 30%, English chorus 18% and tongue twister 16%.

d. Logical Analysis

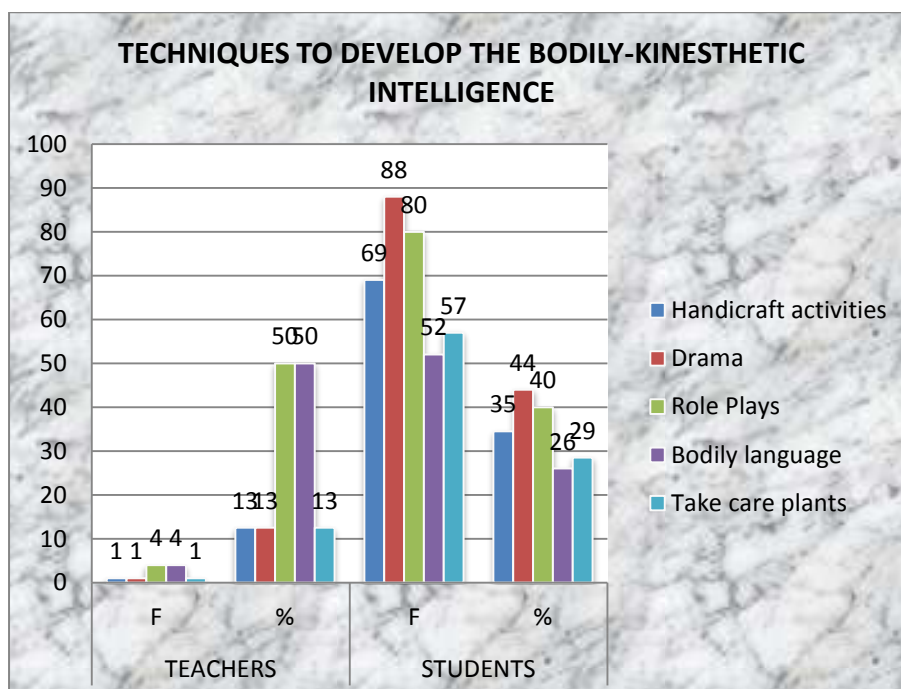
The graph shows that most of teachers applied the listening to audio recordings technique that was used especially when teachers needed to do filling gaps activities through listening that helped students to develop this skill which is very important in order to understand and learn the English language. In the other hand, most of students were interested on singing songs technique because they are related with them and their live, experiences; also nowadays they are identified with songs and artists too.

7. Which techniques do you apply to develop the Bodily Kinesthetic Intelligence?

a. Statistic Chart

	TEACHERS		STUDENTS	
	F	%	F	%
Handicraft activities	1	13	69	35
Drama	1	13	88	44
Role Plays	4	50	80	40
Bodily language	4	50	52	26
Take care plants	1	13	57	29

b. Graph



Source: Teachers and Students' survey.
Research group: Erika Alberca, Andrea Córdova.

c. Interpretation

According to the obtained results, teachers said that role plays and bodily language, both with 50% were the common techniques, and the 13% exercised the handicraft activities, drama and like taking care plants.

Students considered that the main technique about bodily kinesthetic intelligence used by their teachers was drama with 44%, role plays 40%, handicraft activities 35%, take care plants 29% and 26% bodily language.

d. Logical Analysis

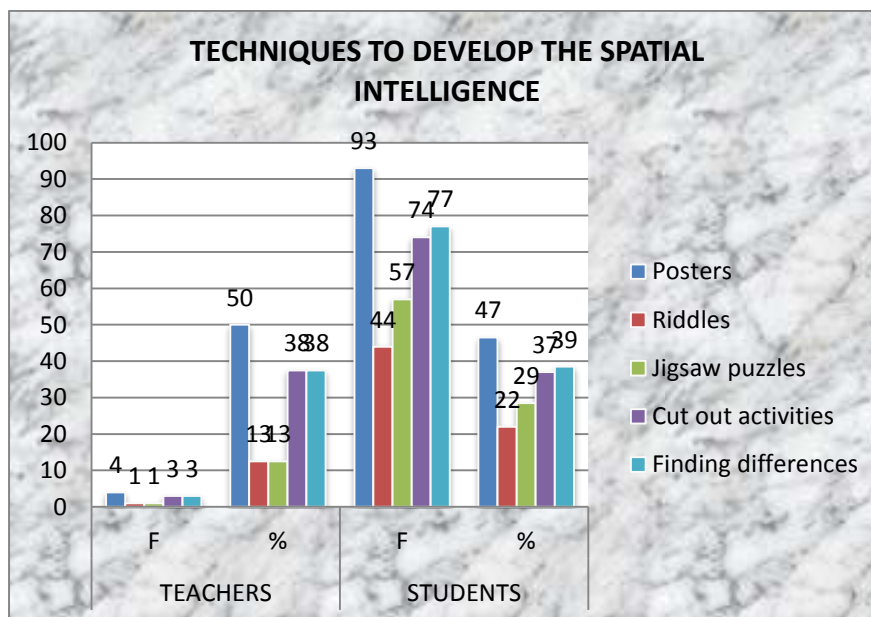
As we can see in the obtained results, students said that drama technique was most used by teachers in classes where they could recreate stories and the ideas could come alive, but we could notice that teachers used frequently the bodily language technique and role plays to develop the bodily kinesthetic intelligence, it's so important in order to students understand meaningfully the contents. Besides, the bodily-kinesthetic intelligence tends to use your whole body parts (hands, fingers, arms) to solve a problem, make something or put on some kind of production.

8. Which techniques do you apply to develop the Spatial Intelligence?

a. Statistic Chart

	TEACHERS		STUDENTS	
	F	%	F	%
Posters	4	50	93	47
Riddles	1	13	44	22
Jigsaw puzzles	1	13	57	29
Cut out activities	3	38	74	37
Finding differences	3	38	77	39

b. Graph



Source: Teachers and Students' survey.
 Research group: Erika Alberca, Andrea Córdova.

c. Interpretation

As we can observe, 3 teachers that represents 50% said that they used posters commonly, but the 38% did cutout activities or finding differences, while 13% carried out the riddles and jigsaw puzzles.

According to the obtained results, 47% of students said that the use of posters was the principal technique applied with them. 39% finding differences, 37% cutout activities, 29% jigsaw puzzles and 22% riddles.

d. Logical Analysis

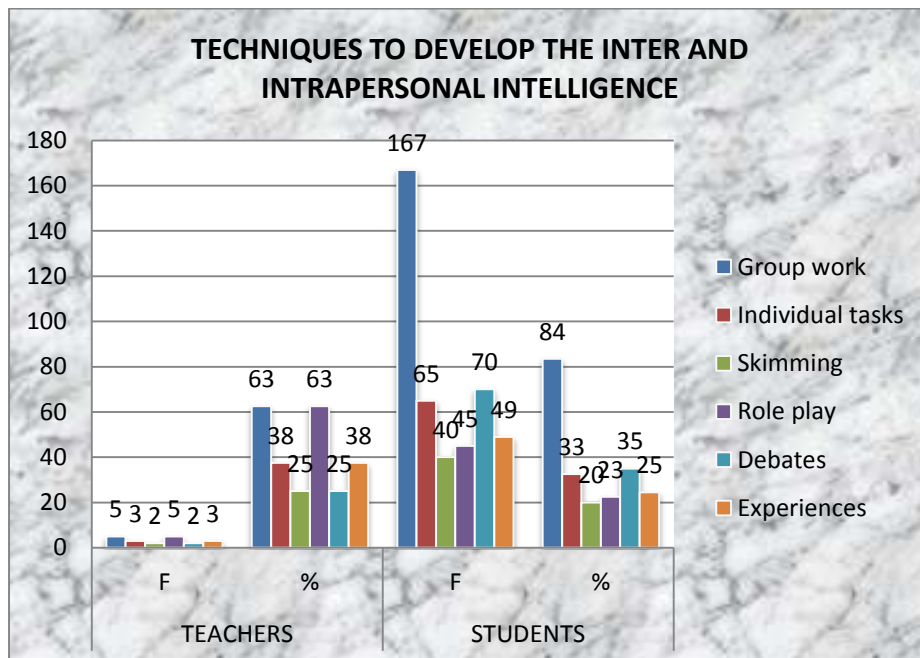
Looking at posters was the main technique applied by teachers in order to improve the spatial intelligence, so students and teachers agreed on this question. Through this technique students can find differences, develop their imagination or creativity, visual thinking and understand the main idea or message; moreover it's very useful to catch the students' attention.

9. Which techniques do you apply to develop the Interpersonal and Intrapersonal Intelligences?

a. Statistic Chart

	TEACHERS		STUDENTS	
	F	%	F	%
Group work	5	63	167	84
Individual tasks	3	38	65	33
Skimming	2	25	40	20
Role play	5	63	45	23
Debates	2	25	70	35
Experiences	3	38	49	25

b. Graph



Source: Teachers and Students' survey.
Research group: Erika Alberca, Andrea Córdova.

c. Interpretation

According to the obtained results, 63% of teachers said that group work and role play were the most used techniques by them, 38% did individual tasks and shared experiences, and 25% arranged debates and performed on skimming technique.

As we can observe in the graphic representation, the most used technique to develop the inter and intrapersonal intelligence by teachers was the group work with 84%, debates 35%, individual tasks 33%, experiences 25%, role play 23% and skimming 20%.

d. Logical Analysis

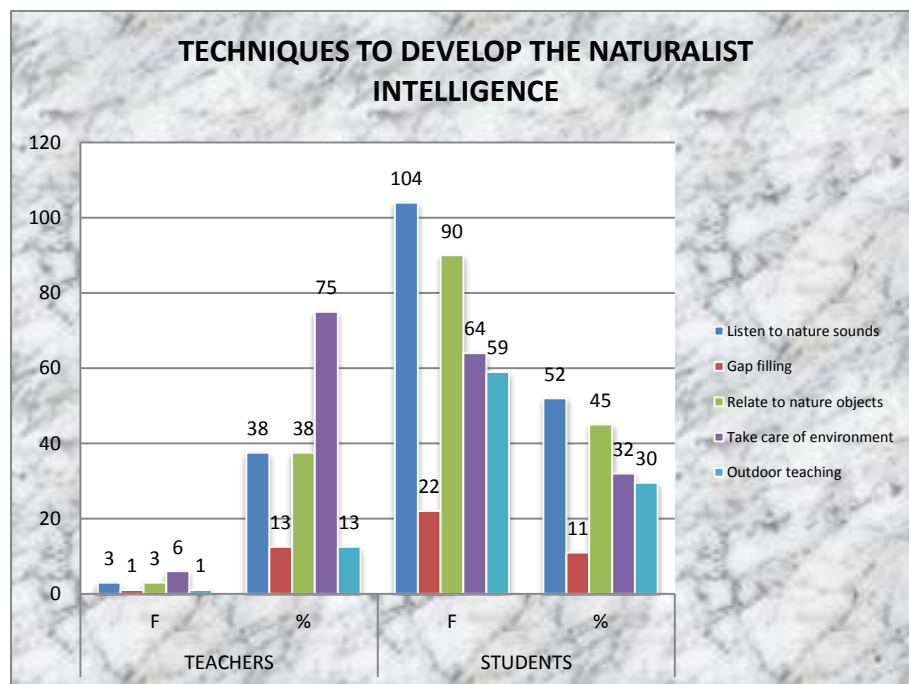
According to the obtained results, into the *interpersonal intelligence*, most of students preferred doing group activities that helped them to relate with others and shared opinions or experiences, this means that they should build their communications skills. So that, as we can notice in the results the students and teachers were agreed with this technique. A few students were interested just on doing individual tasks; this means that they were more identified with the *intrapersonal intelligence* where they understand their inner feelings and dreams, being an introverted people; this answer was the same to teachers' answers.

10. Which techniques do you apply to develop the Naturalistic Intelligence?

a. Statistic Chart

	TEACHERS		STUDENTS	
	F	%	F	%
Listen to nature sounds	3	38	104	52
Gap filling	1	13	22	11
Relate to nature objects	3	38	90	45
Take care of environment	6	75	64	32
Outdoor teaching	1	13	59	30

b. Graph



Source: Teachers and Students' survey.
Research group: Erika Alberca, Andrea Córdova.

c. Interpretation

As we can see in the graphic representation, 75% of teachers applied take care of environment technique with students, while 38% listen to nature sounds and relate the objects with the nature, but 13% like to give classes outdoor and do gap filling activities.

As the obtained results the 52% of investigated students said that their teachers made them to listen to natural sounds, relate to nature objects 45%, and take care of environment 32%, outdoor teaching 30% and gap filling 11%.

d. Logical Analysis

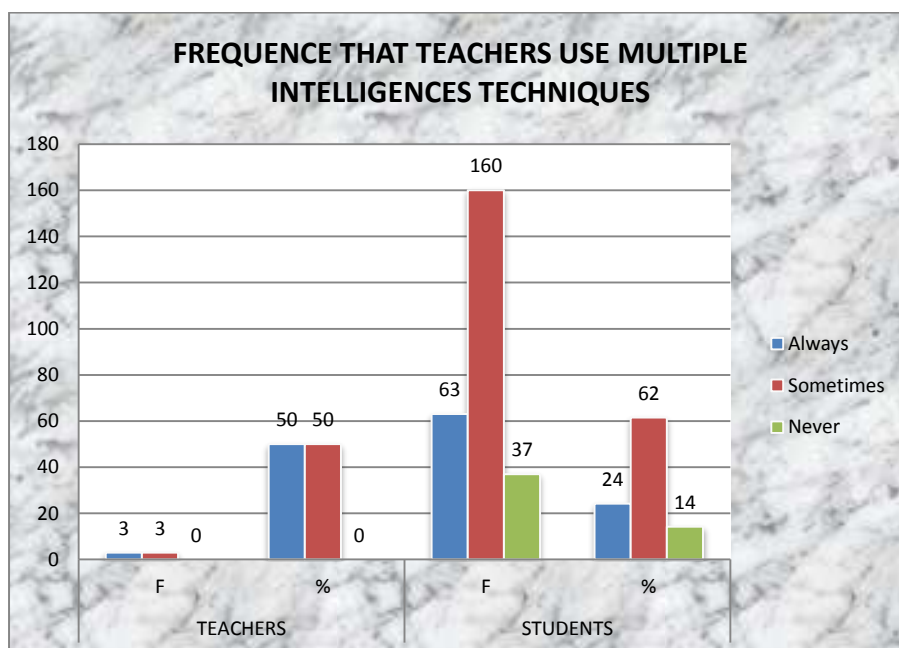
Analyzing the obtained information, we can say that students were focused on listening to nature sounds technique through categorizing and interacting with nature objects, rock types, weather patterns, etc; as a main ability to this intelligence. Nevertheless, according to the obtained results about teachers, we can say that most of them were focused on taking care of environment technique, obviously is a good technique to make conscience on students about our nature and how they could help to preserve or improve it.

11. How often do you use the techniques to develop the Multiple Intelligences?

a. Statistic Chart

	TEACHERS		STUDENTS	
	F	%	F	%
Always	3	50	63	24
Sometimes	3	50	160	62
Never	0	0	37	14
TOTAL	6	100	260	100

b. Graph



Source: Teachers and Students' survey.
 Research group: Erika Alberca, Andrea Córdova.

c. Interpretation

According to the graphic representation, 3 teachers that mean 50% said that they always used techniques to develop the multiple intelligences in their students, while the another 50% sometimes used techniques.

Analyzing the graphic representation, 62% of students said that their teachers sometimes used techniques to develop the multiple intelligences, 24% alleged always and 14% never.

d. Logical Analysis

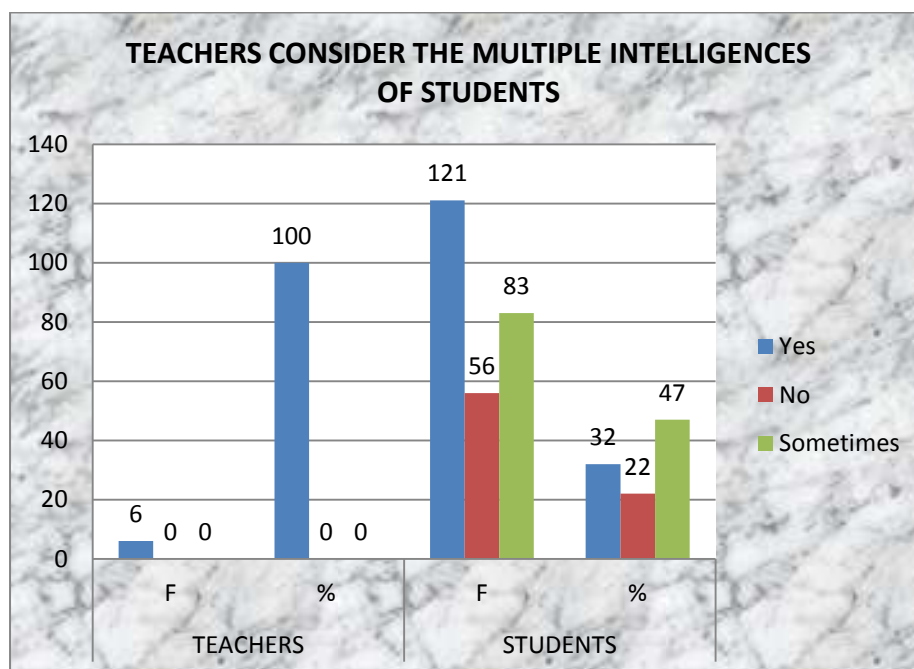
As we can observe, teachers sometimes used and applied techniques to develop the multiple intelligences, it's to say not all of them have a clear idea about the multiple intelligences techniques which are very important in the teaching-learning process because they don't take into account the different abilities and capacities of students to learn. The multiple intelligences have made a great contribution to education because it offers a large list of techniques, strategies and tools for teaching and improving the eight intelligences, so all teachers have to know about them and apply with their students recognizing that not all people have the same way to learn and think.

12. Do you consider the multiple intelligences of your students to apply the teaching techniques?

a. Statistic Chart

	TEACHERS		STUDENTS	
	F	%	F	%
Yes	6	100	121	32
No	0	0	56	22
Sometimes	0	0	83	47
TOTAL	6	100	260	100

b. Graph



Source: Teachers and Students' survey.
 Research group: Erika Alberca, Andrea Córdova.

c. Interpretation

Analyzing the obtained results, 100% of teachers said that they consider the students' multiple intelligences to apply teaching techniques.

According to the obtained results, 47% assumed that sometimes teachers considered the multiple intelligences of their students to apply teaching techniques, 32% said that yes and 22% that never.

d. Logical Analysis

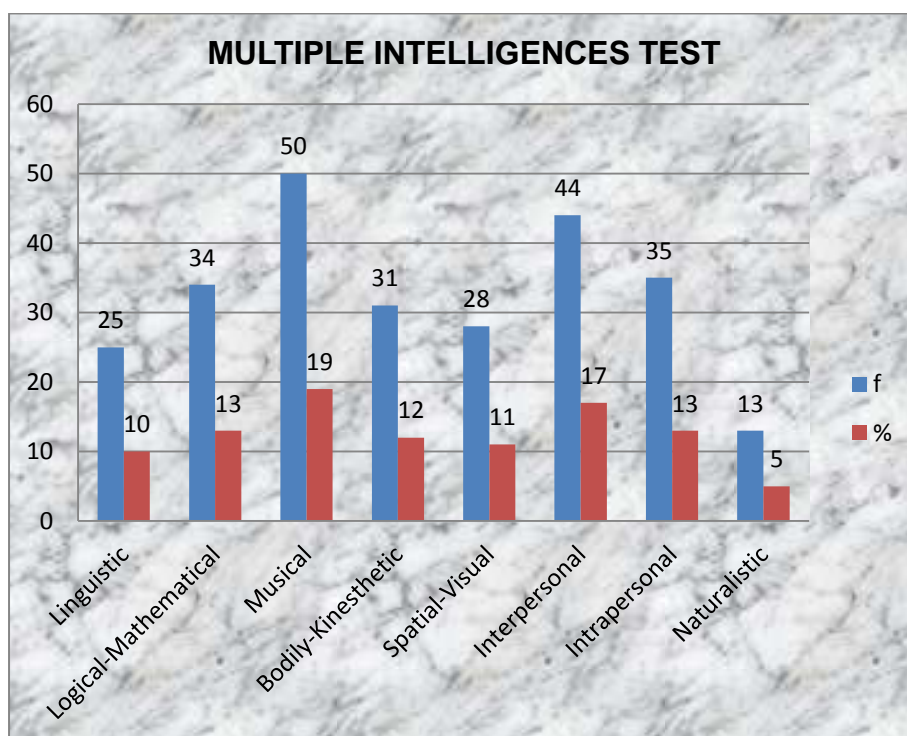
As we can see in the graph teachers were really vinculated to the multiple intelligences and their teaching techniques, so during the teaching-learning process is also important to consider a number of factors like a cognitive style, learning style, the multiple natures of our intelligences. The teachers not always define the goals for intellectual performance that has to be achieved by students. Consequently, it's important that teachers maximise students' abilities by thinking carefully about which tools, techniques and approaches are most likely to encourage the development of particular types of intelligence.

5.2 TEST

a. Statistic Chart

INTELLIGENCE	f	%
Linguistic	25	10
Logical-Mathematical	34	13
Musical	50	19
Bodily-Kinesthetic	31	12
Spatial-Visual	28	11
Interpersonal	44	17
Intrapersonal	35	13
Naturalistic	13	5
TOTAL	260	100

b. Graph



Source: Test applied to students.
Research group: Erika Alberca, Andrea Córdova.

c. Interpretation

The 19%, it's to say 50 from 260 students have developed the musical intelligence.

d. Logical Analysis

According to the obtained results in the multiple intelligences test, we can notice that a considerable number of students were identified with the musical intelligence where they can write lyrics, study the musicians, sing their favorite songs, learn about cultural music, make instruments and also play them. It's essential that teachers should be focused on the other intelligences where students can learn more about people, literature, nature, science, stories, sports and so on, that help them to form integral and intellectually. But teachers must take advantage of students' musical intelligence to teach English and make it to like them.

6. CONTRASTATION AND VERIFICATION OF THE HYPOTHESIS

6.1 HYPOTHESIS ONE

To contrast and verify the hypotheses that our group have stated in the project; we used the obtained results from the logical analysis of the information gathered as from teachers and students at “Tcrn. Lauro Guerrero” Military High School; this information have let us to deny the hypotheses and after this, we have been able to establish the conclusions and recommendations to improve the learning of English language through the multiple intelligences.

- **Statement**

Teachers don't take into account the multiple intelligences in the teaching-learning process of English language with students of 1st, 2nd and 3rd years of high school curriculum at “Tcrn. Lauro Guerrero” Military High School of Loja city. Period 2009-2010.

- **Demonstration**

The first hypothesis has two variables; the multiple intelligences which is the independent one and the second variable that is the

learning of the English language with students of 1st, 2nd and 3rd years of high school curriculum at “Tcrn. Lauro Guerrero” Military High School of Loja city, which is the dependent variable.

This hypothesis has been proved through the following questions:

In the question number **one**, 100% of teachers and 63% of students answered that teachers take into account the multiple intelligences in the teaching-learning process of English language.

In the question number **two**, where we asked about the concepts that are most appropriate to define the multiple intelligences, 63% of teachers and 58% of students agreed that styles to learn is the appropriate definition of multiple intelligences.

In the question number **three**, to know which intelligence is the most common in students, even when 63% of teachers said that the logical mathematical intelligence is the most common in students, 58% of students indicated that the musical intelligence is the most common intelligence among them.

In the question number **twelve**, 100% of teachers and 32% of students said that teachers consider the students' multiple intelligences to apply teaching techniques.

In the multiple intelligences **test**, where we wanted to know the most relevant intelligence in students, 19% of students have inclined to the musical intelligence.

- **Decision**

After analyzing the obtained results in the applied surveys to teachers and students, and the multiple intelligences test applied to students, we deny the first hypothesis because we have proved that teachers take into account the multiple intelligences in the teaching-learning process of English language with students of 1st, 2nd and 3rd years of high school curriculum at "Tcrn. Lauro Guerrero" Military High School.

6.2 HYPOTHESIS TWO

- **Statement**

The techniques applied by teachers are not in relation to the multiple intelligences with students of 1st, 2nd and 3rd years of high school curriculum at “Tern. Lauro Guerrero” Military High School of Loja city. Period 2009-2010.

- **Demonstration**

In the question number **four**, that referred to the applied techniques to develop the linguistic intelligence, 75% of teachers said that the most used technique used for them is word games; but 61% of students alleged that grammar patterns is the most used technique by teachers.

The question number **five**, was done to know the most used technique to develop the logical mathematical intelligence where 63% of teachers applied the solving problems and games techniques on their students; and 76% of students agreed on the same technique.

In the question number **six**, where we wanted to know about the techniques applied to develop the musical intelligence, 63% of teachers used the listening to audio recordings techniques but 68% of students answered that singing songs is the more used technique applied by teachers.

In the question number **seven**, we have that 50% of teachers used role plays and bodily language techniques and 44% of students indicated that drama is the most common technique.

In the question number **eight**, where we referred about techniques of spatial intelligence, 50% of teachers and 47% of students said that posters tehcnique is the common one.

In the question number **nine**, 63% of teachers and 84% of students said that the group work technique is the most used into the interpersonal intelligence; and 38% of teachers and 33% of students agreed on individual tasks techniques about the intrapersonal technique.

In the question number **ten**, that was about techniques to develop the naturalist intelligence, 75% of teachers applied the take care of

environment technique while 52% of investigated students said that their teachers applied listen to natural sounds technique.

In the question number **eleven**, 50% of teachers said that they always use techniques to develop the students' multiple intelligences and 52% of students said that their teachers sometimes use techniques.

- **Decision**

Based on the analysis of the obtained results the research group deny the second hypothesis which mention that the techniques applied by teachers are not in relation to the multiple intelligences with students of 1st, 2nd and 3rd years of high school curriculum at "Tcrn. Lauro Guerrero" Military High School of Loja city.

7. CONCLUSIONS

Once we have finished our research work about the multiple intelligences and their influence in the teaching-learning process of the english language with students of 1st, 2nd and 3rd years of high school curriculum at “Tcrn. Lauro Guerrero” Military High School of Loja city, we have been able to reach the following conclusions:

- The multiple intelligences are took into account in the teaching-learning process of the English language for most of the teachers in the researched high school, in spite of this teachers don't consider all the multiple intelligences of their students.
- Most of the teachers and students define the multiple intelligences as the style to learn, considering that they're an essential instrument for education.
- It's important to note that exists a contradiction between teachers and students, because the firsts agreed that most of students are focused on logical mathematical intelligence but the seconds have an inclination by the musical intelligence.

- Most of teachers know about multiple intelligences techniques but they don't apply the corresponding ones to each intelligence so, they don't use the different activities to develop meaningfully overall intelligences.

8. RECOMMENDATIONS

- Teachers should consider the other intelligences of their students because not all of them have the same capacities and abilities to learn, so they'll have more opportunities to learn different things in many contexts.
- Teachers must be trained on multiple intelligences techniques, in order to apply the innovated ones according to the new educative perspective, considering that the multiple intelligences theory suggests that there is not a group of teaching strategies that could be better with every student in every moment.
- The authorities should give the facilities to teachers to help their students to improve their intelligences in different workshops, where they can do some activities according to their strengths and aptitudes.

9. REFERENCES

- www.comil-5.edu.ec
- GARDNER, Howard. Inteligencias múltiples. La teoría en la práctica. Editorial Paidós, Barcelona, 1999. Pág.33-42
- ARMSTRONG, Thomas. Inteligencias múltiples en el aula. Editorial Paidós-Ibérica S.A., Barcelona, 2000. Pág. 81-97, 99.
- HEARN, Izabella y GARCÉS RODRIGUEZ, Antonio. Didáctica del Inglés. Pearson Education, Madrid, 2003. Pág. 19-27.
- <http://www.monografias.com/trabajos12/intmult/intmult.shtml> - Mayo 2008
- <http://www.geocities.com/creanimate123/Inteligencias-multiples.htm> - 2009
- <http://www.monografias.com/trabajos7/proe/proe.shtml>
- http://www.thomasarmstrong.com/multiple_intelligences.htm - 2009
- http://www.newhorizons.org/strategies/mi/dickinson_mi.html
- <http://www.businessballs.com/howardgardnermultipleintelligences.htm-51k> - 2009
- http://es.wikipedia.org/wiki/Teor%C3%ADa_de_las_inteligencias_m%C3%BAltiples
- http://es.wikipedia.org/wiki/Teor%C3%ADa_de_las_inteligencias_m%C3%BAltiples#La_inteligencia.2C_combinaci.C3.B3n_de_factores
- <http://www.monografias.com/trabajos12/invcient/invcient.shtml> - Abril 2008
- <http://www.infed.org/thinkers/gardner.htm#intro#intro> - 2008
- <http://www.infed.org/thinkers/gardner.htm#appeal#appeal> - 2008
- <http://www.infed.org/thinkers/gardner.htm#appeal#appeal> - 2008
- http://www.infed.org/thinkers/gardner.htm#mutiple_intelligences#multiple_intelligences - 2008
- <http://www.infed.org/thinkers/gardner.htm#additions#additions> - 2008
- www.tallistraining.co.uk/How%20to%20develop%20your%20multiple%20intelligences.doc - 2009

10. ANNEXES

PROJECT

- 1. THEME: “THE MULTIPLE INTELLIGENCES AND THEIR INFLUENCE IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH STUDENTS OF 1ST, 2ND AND 3RD YEARS OF HIGH SCHOOL CURRICULUM AT “TCRN. LAURO GUERRERO” MILITARY HIGH SCHOOL OF LOJA CITY. PERIOD 2009-2010”.**

2. PROBLEM STATEMENT

a. BACKGROUND

We will talk about “Tcrn. Lauro Guerrero” Military High School, because the present research work will be carried out there.

According to the philosophy and corporate politics of the Armed Forces and, aware that the education is the main instrument of people development, with Ministerial Agreement number 359 published in the General Order no. 100 on May 13, 1994, the Ground Troops creates the Military High School “Tcrn. Lauro Guerrero” in the city of Loja, with the aim of providing education to the youth in the south of the country. This prestigious Military Institution takes the name from a great patriot who gave his life for freedom and hope.

By becoming the first military school of the south of the country, the Military High School highlights the preponderance value of women in the advancement and progress of the country, so that, keeping in mind the ideals of Manuela Cañizares, it extends its coverage to female youth of the city and province of Loja. Actually this high-school has a mixed or co-educational population of 725 students, who are educated under the slogan "SOLO VENCIENDOTE VENCERAS".

They are smart cadets, with nobleness temper, forging the destiny of the country, future leaders of development and grandeur of Ecuador who paid tribute to the greatest Sentinel of Ecuador, the birthplace of men and women who give luster to our country.

Under the theoretical and methodological guidance of the Education Ministry and the Direction of Education of the Ground Troops, the Military High-school offers its cadets a comprehensive training based on the Integral Curriculum Reform in an alternative model of teaching that introduces innovative techniques and processes, and as well as the practice of civic, moral and ethical values that contribute to the respect and consolidation of the family and society.

For fulfilling this purpose, the campus has the necessary physical and academic infrastructure. So, it has a modern building, new laboratories to support training in the fields of Computer Science, Physics, Science, Chemistry and English. In the academic field, it has a trained teaching staff in the scientific and technical humanities to train successful students and providing general military instruction as part of their comprehensive education. In this way, the cadet of COMIL-5, has fulfilled its duty of service to the country and is able to integrate the active reserve of the Land Force.

Actually, it offers a personalized education, compassionate, comprehensive, participatory and active in the search of excellence in the academic level and fullness in the human level, in order to contribute to the building of a fraternal world. It is precisely one of the institutions that contribute to the construction of high school graduates who now demands the society. Its great experience for young graduates in their classrooms winners are evidence to the success achieved through, other functional aspects to the infrastructure, professional teachers, excellent teaching, conventions and obtaining scholarships in the academic activities, extracurricular arts and sports .

As all the high schools it also has a mission, that is to provide education to children and youth of Loja, in basic and high school levels, to train high-school curriculum students in science in general, contributing to the development of society, through an alternative teaching model within a framework of loyalty to the institution, conscious discipline and practice of values.

Moreover, its vision is to become the best educational establishment, which provides children and youth a comprehensive, scientific, technical and humanistic coeducation; forming creative citizens, critics, solidarity, mitted deeply committed to social change, with real value for identity national, multicultural and multiethnic, to develop and strengthen their civic

values, ethical and moral, thus making the consolidation of a democracy in which we achieve gender equity and social justice.

b. CURRENT SITUATION OF THE RESEARCHED OBJECT

With the challenge of globalization and technological change, the society in our country is undergoing radical transformations in its political, economic and educational systems. As an outcome of this globalized impact is that the English language has become a bridge across many borders in international communication.

All teachers know that English language plays an essential role in education. English is not only the means of communication and expression; it's the dominant international language in many fields of development such as trade, research, technology, business and tourism.

In the education, the teaching and learning take form in the unique process that the main purpose is to train students. This process involves a person who has the enough knowledge and can teach (teacher), and a person who wants to learn and acquires new knowledge (student).

English language as other languages includes a learning-teaching process that interacts as learners work toward their goals and incorporate new

knowledge, behaviours and skills that add to their level of learning experiences. This process is often called “systems approach”, that also provides a way of looking at ourselves, the environments in which we teach and the environments around us. Using this perspective, we can better examine the process and better design the process itself.

Based on cognitive investigations we can know that students have different mentalities and thoughts, so that they learn, memorize, realize and understand in different ways. There are enough evidences that some students adopt a linguistic approximation to the learning, while others prefer an especial or quantitative direction. There are also some students who obtain better results when they have to manipulate symbols with different keys, while others are able to extend their comprehension through practical demonstrations or through interactions with other people.

As we know, all people have different ways to learn and acquire new knowledge in which they use their intelligence. Howard Gardner defines intelligence as a capacity and ability to solve problems. Intelligence is not sighted as something unique which includes various specific skills with different level of generality, but a set of multiple intelligences distinct and separated.

The multiple intelligences have been studied and developed some years ago. About this theme, are many authors that have different opinions, for instance; Rousseau argues that every child should learn through the experience, where inter and intrapersonal relations and the natural inclination play an important role. On the other hand, Freobel argues that the learning should be through the experience with objects to manipulate, games, songs, etc.

It is so important that we recognize and form all the variety of human intelligences, all the combinations of intelligences. If we know it, we will have a better opportunity to manage in a good way the problems that we have to affront every day.

Dr. Gardner says that our schools and culture focus most of their attention on linguistic and logical-mathematical intelligence. We regard the highly coherent or logical people of our culture. However, Gardner says that we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists and others who enrich the world in which we live. Unfortunately, many students who have these gifts don't receive much reinforcement for them in school. Many of these kids, in fact, end up being labelled "learning disabled", "attention deficit disorder," or simply underachievers, when their unique ways of thinking and learning aren't

addressed by a heavily linguistic or logical-mathematical classroom. The theory of multiple intelligences proposes a major transformation in the way our schools are run. It suggests that teachers must be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more.

The good news is that the theory of multiple intelligences has grabbed the attention of many educators around the country, and hundreds of schools are currently using its philosophy to redesign the way it educates children. The bad news is that there are thousands of schools still out there that teach in the same old dull way, through dry lectures, and boring worksheets and textbooks. The challenge is to get this information out to many more teachers, school administrators and others who work with children, so that each child has the opportunity to learn in ways harmonious with their unique minds.

Whether you are a kinder-garden teacher, a graduate school instructor, or an adult learner seeking better ways of pursuing self-study on any subject of interest, the same basic guidelines apply. Whatever you are teaching or learning, see how you might connect it with: words (linguistic intelligence), numbers or logic (logical-mathematical intelligence), pictures (spatial intelligence), music (musical intelligence), self-reflection (intrapersonal

intelligence), a physical experience (bodily-kinaesthetic intelligence), a social experience (interpersonal intelligence).

The Military High-school works with four levels into the English language area, there are: elementary, pre-intermediate, intermediate and advanced in the English language. The students are divided on those levels according to their knowledge, so that teachers take a placement test and then students are placed in each level.

The teachers give their classes for all the students in a general way, but they do not take into account the different methods and students' techniques to learn, so some students have different knowledge from others. For instance, when teachers use didactic material to teach whatever theme is more useful for some students but for others it is not necessary.

The lack of motivation is another problem into the teaching-learning process of English language because some students are not being motivated from home and they can not develop effectively their aptitudes. Most of the teachers do not have been trained to work diversifying the methodology, so that all the students have the same opportunity to learn. We notice that there are some students who really do not have a good knowledge in the English language.

The traditional teaching-learning process does not take account the different ways to think of students, so that they can not develop their thought skills.

c. RESEARCH PROBLEM

The before mentioned reasons motivated us to state the following research problem: HOW DO THE MULTIPLE INTELLIGENCES INFLUENCE IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 1ST, 2ND AND 3RD YEARS OF HIGH SCHOOL CURRICULUM AT “TCRN. LAURO GUERRERO” MILITARY HIGH SCHOOL OF LOJA CITY? PERIOD 2009-2010.

d. DELIMITATION OF THE RESEARCH

i. Temporal

To develop our research project we will do in the academic period from 2009-2010, in which we hope to finish it.

ii. Spatial

We will do our research project at “Tcrn. Lauro Guerrero Military” High School of Loja city, due to we know some particular aspects related with our theme.

iii. Observation Units

We will work with the students of 1st, 2nd and 3rd years of high school curriculum and teachers of the English language area, who will provide us the necessary information.

iv. Subproblems

- What is the role of the multiple intelligences in the learning of the English language with the students of 1st, 2nd and 3rd years of high school curriculum at “Tcrn. Lauro Guerrero” Military High School of Loja city? Period 2009-2010.
- What kind of techniques do the teachers apply to improve the multiple intelligences wiht the students of 1st, 2nd and 3rd years of high school curriculum at “Tcrn. Lauro Guerrero” Military High School of Loja city? Period 2009-2010.

3. JUSTIFICATION

The role of the multiple intelligences is so important in our actual educational society because through these, the teachers can work properly with their students' aptitudes, so that this contributes to develop the quality of the education.

This research work has a big importance because it is authentic and actual, which reforms the concept of intelligence. It also motivates us to carry out this research; it is a tangible problem in our society and it is our responsibility to establish some methods to improve the students' development because the following generations depend from us.

This study is feasible because of we have the support of the authorities, students' population and the enough bibliography resources, the instruments of investigation, books and students' scores that will let us to obtain the real data and demonstrate scientifically results.

Since the scientific point of view it is necessary to carry out this project because of, that the study of multiple intelligences can help to students to define certainly, which are their main abilities in order to discover their learning style, and this will let us to determine the causes that are affecting

the students' learning and in this way we could be able to improve the English teaching-learning process.

The investigation is also justified because we are undergraduates of the English Language Career at National University of Loja and the elaboration of a research work is a previous requirement to obtain the Licentiate's Degree in Sciences of Education, English Language Teaching. And it will also be carried out in the established period according to the timetable of the project.

Finally is justified the present research problem as a suggestion that allows us, to include some recommendations based on the obtained results and in the theory, which will be feasible to improve the problematic found in the researched institution.

4. OBJECTIVES

a. GENERAL

- To determine how the multiple intelligences influence with the teaching-learning process of the English language with the students of 1st, 2nd and 3rd years of high school curriculum at “Tcrn. Lauro Guerrero” Military High School of Loja city. Period 2009-2010.

b. SPECIFICS

- To define the role of the multiple intelligences in the learning of the English language with the students of 1st, 2nd and 3rd years of high school curriculum at “Tcrn. Lauro Guerrero” Military High School of Loja city. Period 2009-2010.
- To identify the techniques that the teachers apply to improve the multiple intelligences with the students of 1st, 2nd and 3rd years of high school curriculum at “Tcrn. Lauro Guerrero” Military High School of Loja city. Period 2009-2010.

5. THEORETICAL FRAME

I. MULTIPLE INTELLIGENCES

- a. The intelligence, combination of factors**
- b. Which constitute the intelligence?**
- c. The emergence of the Multiple Intelligences**
- d. The Multiple Intelligences: Definitions**
- e. Types of intelligences**
 - i. Linguistic Intelligence**
 - ii. Logical-Mathematical Intelligence**
 - iii. Musical Intelligence**
 - iv. Bodily-Kinesthetic Intelligence**
 - v. Spatial Intelligence**
 - vi. Interpersonal Intelligence**
 - vii. Intrapersonal Intelligence**
 - viii. Naturalistic Intelligence**

II. TEACHING LEARNING PROCESS

- a. Definition**
 - i. Essential aspects of teaching learning process**
 - ii. Teaching and learning**
 - iii. What do teachers bring to the teaching learning process?**
 - iv. A constructivist view of education**

III. TECHNIQUES TO DEVELOP THE MULTIPLE INTELLIGENCES

- a. Multiple intelligences: what they are and how creative thinking techniques can help you develop them**
- b. How creativity techniques can help us develop our multiple intelligences**
 - i. Creative thinking approaches to develop bodily – kinaesthetic intelligence**
 - ii. Creative thinking approaches to develop interpersonal intelligence**
 - iii. Creative thinking approaches to develop linguistic intelligence**
 - iv. Creative thinking approaches to develop logical – mathematical intelligence**
 - v. Creative thinking approaches to develop naturalistic intelligence**
 - vi. Creative thinking approaches to develop intrapersonal intelligence**
 - vii. Creative thinking approaches to develop spatial intelligence**
 - viii. Creative thinking approaches to develop musical intelligence**
 - ix. In summary**

MULTIPLE INTELLIGENCES

The intelligence, combination of factors

The multiple intelligences theory says that all the human beings have the eight intelligences. They have also different styles of learning, so there are not clear types of them because they will result impossible to function.

For instance, an engineer needs a spatial intelligence well developed but he also needs all other intelligences, the logical-mathematical in order to can realize calculus of structures, the interpersonal intelligence to can present his projects, the bodily-kinesthetic to drive his car to his job, etc. "Gardner emphasizes that all the intelligences are very important and according to this, the problem would be that our scholar system does not take account them in a similar way but it just gives priority to the first two: logical-mathematical intelligence and the linguistic too, until it denies the existence of the rest of intelligences"⁶.

"For Gardner is evidently that knowing all things that we know about the styles of learning, kinds of intelligence and styles of teaching, it is illogic that all students learn in the same way"⁷. The topic or subject that the teacher is going to teach could be presented in different ways that allows

⁶http://es.wikipedia.org/wiki/Teor%C3%ADa_de_las_inteligencias_m%C3%BAltiples

⁷ http://es.wikipedia.org/wiki/Teor%C3%ADa_de_las_inteligencias_m%C3%BAltiples#La_inteligencia.2C_combinaci.C3.B3n_de_factores

the students assimilating it starting of his/her capacities. Moreover, it is necessary to establish if a focused education in two kinds of intelligence is the most appropriated to prepare the students to live in a world which is more complex every day.

Which constitute the intelligence?

We can see intelligence as the application of knowledge, it is the ability to take facts from different sources and take a finished item and figure out how it was made.

Knowing that *Judge Wopner* is on at 3pm is not intelligence. Knowing (or being able to figure out) the reasoning behind why *Judge Wopner* is on at 3pm might be considered intelligence.

When people emit facts or opinions that are in and off, it does not indicate intelligence. When you can frame an argument about your opinions and support them with facts that are intelligence.

One attribute of intelligence that is considered important is a sense of humor. Here we can note some significant attributes that contribute to intelligence, they are:

- Understanding and application of information.
- Ability to recognize and draw (reasonable) inferences from previous actions or events.
- Analytical as well as creative thinking.
- Problem solving ability.
- Posturing questions and trying to answer them.
- Specific area above average abilities (ability to do difficult mathematic problems "in your head" or talent in the visual arts).

The emergence of the Multiple Intelligences

The Multiple Intelligences has been studying and developing for many years ago.

“In the heyday of the psychometric and behaviorist areas, it was generally believed that intelligence was a single entity that was inherited; and that human beings could be trained to learn anything, provided that it was presented in an appropriate way. Nowadays an increasing number of researchers believe precisely the opposite; that there exists a multitude of intelligences, quite independent of each other; that each intelligence has its own strengths and constraints; that the mind is far from unencumbered at birth; and that it is unexpectedly difficult to teach things that go against

early immature theories of that challenge the natural lines of force within an intelligence and its matching domains”⁸.

In 1904 the French government asked to the Psychologist *Alfred Binet* and his friends to develop a way to determine which of the primary-school students were in fail of risk, in order to they can receive the compensatory attention. Through Binet’s efforts grew the first tests of intelligences. After some years, the United States carried those tests that were published with the main idea that will exist something called *intelligence* and this could be measured objectively and reduced to an average of IQ.

Gardner proposed in his book “*Frames of Mind*” the existence at least of seven basic intelligences. He discussed the facility to take out a person of his/her natural environment of learning and asked to do certain jobs that he/she has not done before and that probably will not do then. So that, he suggested that the intelligence has part on the capacity to solve problems and create products in an environment that represents a good context and a natural activity.

Howard Gardner's theory of multiple intelligences has not been readily accepted within academic psychology. However, it has met with a strongly positive response from many educators. A number of schools in North

⁸<http://www.infed.org/thinkers/gardner.htm#intro#intro>

America have looked to structure curricula according to the intelligences, and to design classrooms and even whole schools to reflect the understandings that Howard Gardner develops.

There are other people too that have studied the different ways that human beings have to learn, so we will mention some of them and their thoughts:

- *Rousseau* thinks that a child should learn through the experience where the inter and intra personal relations are established and also the natural inclinations.
- *Pestalozzi* bets a curriculum of intellectual integration based on the experiences, too.
- *Froebel* talks about the learning through experiences with objects to manipulate, games, songs, tasks.
- For *John Dewey*, the classroom is sighted as a microcosm of the society where the learning is assumed through the relations and experiences of its integrants.

It is of biggest importance that we recognize and form all the variety of human intelligences and all the combinations of them. All of us are different; because of we have different combinations of intelligences.

Consequently, if we recognize it, I think we will have a better opportunity to manage in an adequate way the problems that we have.

Seven kinds of intelligence would allow seven ways to teach, rather than one. And powerful constraints that exist in the mind can be mobilized to introduce a particular concept (or whole system of thinking) in a way that children are most likely to learn it.

The Multiple Intelligences: Definitions

Howard Gardner defines the intelligence as the capacity to solve problems or to fashion products that are valued in one or more cultural setting. The importance of Gardner's definition is double:

First, it amplifies the area of what intelligence is and recognizes what we knew intuitively, because the academic brilliancy is not all in the time to learn something. When we need to affront different aspect in the life, it is not simply to have a good academic expedient. There are people with a great intellectual capacity but they are unable to select correctly their friends, or vice versa.

Second but not less important, Gardner defines the intelligence as a capacity. Some time before, the intelligence was considered something

innate and immovable. People were born intelligent or not, and the education could not change this fact. So that, in nearly ages to deficient psychics; they were not educated because the effort was considered ineffective.

To define the intelligence as a capacity, Gardner changes it into an ability that could be developed. Gardner does not deny the genetic component. All of us were born with marked potentialities by genetic. But these potentialities will be developed in different ways, depending on natural environment, lived experiences, the acquired education, etc.

“Howard Gardner argued that he was making two essential claims about multiple intelligences:

- The theory is an account of human cognition in its fullness. The intelligences provided a new definition of human nature, cognitively speaking. Human beings are organisms who possess a basic set of intelligences.
- People have a unique blend of intelligences. Howard Gardner argues that the big challenge facing the deployment of human resources is

how to best take advantage of the uniqueness conferred on us as a species exhibiting several intelligences”⁹.

Types of intelligences

Howard Gardner initially formulated a list of seven intelligences. His listing was provisional. The first two have been typically valued in schools; the next three are usually associated with the arts; and the final two are what Howard Gardner called personal intelligences.

Linguistic Intelligence

This kind of intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically. People who have this intelligence usually have a good vocabulary. They like to read books and always seem to be absorbed in books and so do well in English class.

⁹http://www.infed.org/thinkers/gardner.htm#mutiple_intelligences#multiple_intelligences

People with a preference for or just with a strong linguistic intelligence often choose careers as language teachers, interpreters, editors, linguist, radio or television announcers, reporters, librarians and editors.

Logical-Mathematical Intelligence

It consists on the capacity to analyze problems logically, carry out mathematical operations and investigate issues scientifically. “In Howard Gardner's words, it entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking”¹⁰.

People who prefer to use their logical-mathematical intelligence usually do well on standardized comprehension / written language tests. They like to solve abstract problems and often do so by trial and error. These people can see patterns in thought and logic as well as in nature.

People with logical-mathematical intelligence often choose careers as scientists, mathematicians, computer analysts, economists, accountants, statisticians, science teachers and so on.

¹⁰http://www.infed.org/thinkers/gardner.htm#mutiple_intelligences#multiple_intelligences

Musical Intelligence

This intelligence involves skill in the performance, composition and appreciation of musical patterns. It includes the capacity to recognize and compose musical pitches, tones and rhythms. According to Howard Gardner musical intelligence runs in an almost structural parallel to linguistic intelligence.

People who are musically intelligent can usually hear music in their heads and learn songs quickly. They like to play some musical instruments or spend hours listening to music on the radio or CD's. But music belongs to everybody.

People with strong musical intelligence often choose careers as musicians, music therapists, songwriters, music teachers, piano tuners, studio engineers and disc jockeys.

Bodily-Kinesthetic Intelligence

Bodily-kinesthetic intelligence entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental

abilities to coordinate bodily movements. "Howard Gardner sees mental and physical activity as related"¹¹.

People with a preference for this kind of intelligence generally have skills such as strength, balance endurance, flexibility and coordination. But if bodily-kinesthetic intelligence is not our specialty, we can still use our body to help our mind. For example, physical exercise like dancing, swimming, walking, jogging or aerobics can improve our mental health.

People with bodily-kinesthetic intelligence often choose careers as athletes, dancers, actors, models, mimes.

Spatial Intelligence

It involves the potential to recognize and use the patterns of wide space and more restricted areas.

People who prefer to use this kind of intelligence would rather draw a picture than write a paragraph. They enjoy rearranging the furniture in their house. The spatially intelligence people see things that other people probably miss. They notice colors, shapes and patterns, and how light falls on the objects.

¹¹http://www.infed.org/thinkers/gardner.htm#mutiple_intelligences#multiple_intelligences

People with a strong spatial intelligence often choose careers as painters, engineers, architects, graphic artists, mechanics, photographers, sculptors, pilots and decorator, and so on.

Interpersonal Intelligence

The interpersonal intelligence is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others.

People with a high preference for interpersonal intelligence always have a talent for understanding other people (their feelings, thoughts, motivations, moods, needs and struggles). They also can use these skills to help and comfort people, to manipulate and persuade people.

People with interpersonal intelligence usually choose careers as salespeople, lawyers, politicians, business executives, travel agents, social workers, psychologists, religious leaders and school principals.

Intrapersonal Intelligence

This intelligence needs the capacity to understand oneself, to appreciate one's feelings, fears and motivations. According to Howard Gardner's view

it involves having an effective working model of ourselves, and to be able to use such information to regulate our lives.

People with a preference for intrapersonal intelligences like to think about questions such as "Who I am?", "What is the purpose of life?", "What is the meaning of my dream?", because their goal is to understand themselves. In order to do this, they take the time to become aware of many different emotions that live inside of them. Maybe they feel most peaceful and self-aware when they are walking alone in nature.

People with this kind of intelligence often become the therapists, writers and religious leaders.

Naturalistic Intelligence

Naturalistic intelligence allows human beings recognizing, categorizing and drawing upon certain features of the environment. It combines a description of the ability with a characterization of the role that many cultures value.

"The case for inclusion of naturalist intelligence appears pretty straightforward; the position with regard to spiritual intelligence is far more complex. According to Howard Gardner there are problems, for example,

around the content of spiritual intelligence, its privileged but unsubstantiated claims with regard to truth value, and the need for it to be partially identified through its effect on other people”¹².

People who use this intelligence are always concerned with observing, classifying and understanding the parts of the physical environment as well as showing understanding of natural phenomena.

People with high naturalistic intelligence often choose careers as farmers, botanists, conservationists, environmentalists and biologists.

¹²<http://www.infed.org/thinkers/gardner.htm#additions#additions>

TEACHING LEARNING PROCESS

We are passing through a great transition into the teaching learning process. The old one, is becoming obsolete and the new is still in the process of emergence. The old ways of learning and teaching is found to be too rigid and too out-dated. A greater opportunity of psychological principle is being truly demanded. It has been urged that the training of the young requires on the part of teacher an intensive psychological knowledge.

Definitions

The teaching-learning process is the heart of education. On it depends the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students.

Teaching and learning are related terms. In teaching-learning process, the teacher, the learner, the curriculum and other variables are organized in a systematic way to reach some pre-determined goals.

Learning can be defined as the relatively permanent change in an individual's behavior or behavior potential as a result of experience or practice. This can be compared with the other primary process producing

relatively permanent change maturation that results from biological growth and development. Therefore, when we see a relatively permanent change in other or ourselves we know that the primary cause was either maturation (biology) or learning (experience). As educator there is nothing we can do to alter the individual's biology; the only influence open to use is to provide an opportunity for students to engage in experiences that will lead to relatively permanent change.

Teaching then, can be thought of as the purposeful direction and management of the learning process. Note that teaching is not giving knowledge or skills to students; teaching is the process of providing opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher.

Essential aspects of the teaching-learning process

It is informative to examine the ideal teaching learning process, as proposed by Diana Laurillard. She argues that there are four aspects of the teaching learning process:

- **Discussion:** between the teacher and learner.
- **Interaction:** between the learner and some aspects of the world defined by the teacher.

- **Adaptation:** of the world by the teacher and action by the learner.
- **Reflection:** on the learner's performance by both, teacher and learner.

Then, she considers how different educational media styles can be described in these terms. For example, a text book represents one-way flow of knowledge from the teacher's conceptual knowledge to the student's conceptual knowledge. A lecture or tutorial may be seen the same way, but there is a possibility of meaningful discussion between teacher and learner.

Teaching and Learning

Teaching and learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences.

"Over the past century, various perspectives on learning have emerged, among them. Behaviorist (response to external stimuli); cognitivist (learning as a mental operation); and constructivist (knowledge as a constructed element resulting from the learning process). Rather than considering these theories separately, it is best to think of them together

as a range of possibilities that can be integrated into the learning experience”¹³.

During the integration process, it is also important to consider a number of other factors: cognitive style, learning style, the multiple natures of our intelligences, and learning as it relates to those who have special needs and are from diverse cultural backgrounds.

Consideration of these factors and the ways in which they interact provide an organic view of the teaching-learning process that is often called a “systems approach”. This approach also provides a way of looking at ourselves, the environments in which we teach, and the environments around us. Using this perspective, we can better examine the process and better design the process itself.

What do teachers bring to the teaching-learning process?

Knowledge does not belong to a teacher who is supposed to deliver it; it is rather the result of social interaction and the meanings the teacher and the students construct together. This process is not a linear sequence of events but a dynamic phenomenon, whereby the teacher, who is more knowledgeable, is called upon to act, among other things, as a mediator,

¹³<http://www.uwex.edu/ics/design/teach.htm>

influencing and being influenced by the students, who happen to lack this knowledge. In reality, this process is far more complicated than it seems, as there are a host of factors that affect its outcomes, for example, learner abilities, the classroom environment, infrastructure, etc. Here, we will only examine the role of the teacher and his/her contribution to (language) learning. Of course, teachers in the real world come in all shapes and sizes, exhibiting a wide range of different personalities, beliefs and ways of thinking and working. Thus, we cannot hold that someone who uses methods and models of teaching that differ from the ones informed by research is necessarily a "bad teacher."

A constructivist view of education

"Ernst von Glasersfeld, the "father" of constructivism, believes that education has two main purposes: to empower learners to think for themselves, and to promote in the next generation ways of thinking and acting that are deemed important by the present generation (Glasersfeld, 1995). Moreover, in his view, constructivist learning is best put into practice by dint of presenting the learners with issues and concepts in the form of problems to be explored, rather than as factoids to be ingested and then regurgitated.

For Thomas and Harri-Augstein (1985), constructivist learning and, in general, all approaches to learning and teaching are organized attempts to bring some kind of meaning to our lives. For them, education can be an enriching experience, as long as the meanings that emerge are personal and significant in some part of the person's life"¹⁴.

¹⁴<http://www.tefl.net/esl-articles/teaching-learning.htm>

TECHNIQUES TO DEVELOP THE MULTIPLE INTELLIGENCES

Multiple intelligences: what they are and how creative thinking techniques can help you develop them

Some people do better in adult life than they do at school. This is usually accepted as just the way things are, or just how life pans out for some people.

"Creative solutions to problems occur when we are encouraged to look at things differently, or we hear a new insightful voice describing or explaining things differently, or we just decide to roll our sleeves up and physically immerse ourselves in the issue. We do not always appreciate, however, that each time we do these things we are engaging and using different parts of our brains"¹⁵.

Creativity techniques that can help us to develop our multiple – intelligences

As well as enabling us to find new and innovative ways to address the problems we face, creative thinking techniques also have the ability to help us develop the capacity of our brains to think in different ways, to

¹⁵ www.tallistraining.co.uk/How%20to%20develop%30your%20multiple%20intelligences.doc

make better use of their multi – faceted, multi – intelligent characteristics. We can maximise this ability by thinking carefully about which tools, techniques and approaches are most likely to encourage the development of particular types of intelligence.

The following is a selection of creative thinking tools and approaches categorized according to their ability to develop a particular intelligence.

Creative thinking approaches to develop bodily – kinaesthetic intelligence

Any approaches that involve touching and moving will help develop this type of intelligence. Try the following:

- Use post it notes to generate ideas. Then put them on a wall and sort them into categories.
- Use post it notes to create flowcharts and Gantt charts that can be physically built up and manipulated.
- Make something physically real by providing a model people can touch, walk around and interact with.
- Make a problem a physical reality by acting out a role – play.
- If drawing pictures or diagrams make them big so that they maximise the amount of movement required.

- Place whiteboards in different locations so that you can catch ideas as you move around.
- Shuffle, play with and select cards from a 'Whack Pack' to stimulate your thinking.
- Provide stress balls and other tactile toys that people can squeeze and touch whilst they are thinking.
- Rehearse and memorise physical actions such as dance movements to build up your muscle memory.
- Go for a walk or do some other type of physical activity whilst thinking.
- Build models of your ideas with play – dough and other tactile materials.

Creative thinking approaches to develop interpersonal intelligence

Any approaches that involve group interaction and communication will help develop this type of intelligence. Try the following:

- Use role - plays involving interaction between two or more people.
- Use any group brainstorming approaches.
- Use Co counselling techniques to encourage questioning and listening.
- Put your self in the shoes of others. How do they think and/or feel about the issue or problem?

- Create new opportunities for face to face contact.
- Personalise the problem. How does it affect a day in the life of an individual?
- Build relationships with people who are different, do different things, or do things differently.

Creative thinking approaches to develop linguistic intelligence

Any techniques that involve a significant amount of writing and/or speaking will help develop this type of intelligence. Try the following:

- Describe an topic using different words and phrases.
- Write down others' ideas using your own words.
- Clarify your thinking by speaking your thoughts out loud.
- Find someone that you can speak at rather than to.
- Script out a problem or issue in the form of a play.
- Create acronyms and key phrases to develop your verbal memory.
- Write out your experiences in a personal journal.
- Tell the story of a problem, how it began, how it developed and how it was brought to an end.
- Write down your ideas as they occur to you without self - censorship.
- Read what you have written out loud.

Creative thinking approaches to develop logical – mathematical intelligence

Any techniques that involve an analytical approach that breaks things down, build things up or looks for patterns can be used to develop this intelligence. Try the following:

- Ask 'How?' to chunk a problem down and get into its detail.
- Ask 'Why?' to chunk a problem up and obtain its overall context.
- Create process maps of problem areas.
- Identify the positive, effectiveness increasing and negative, effectiveness decreasing attributes of specific products or activities and identify how they can be maximised and minimised respectively.
- Identify the key 'Moments of Truth' in a service or process, those activities that are critical to its effectiveness, and find ways to enhance them.

Creative thinking approaches to develop naturalistic intelligence

Any techniques that involve producing and development your own and others' ideas will help develop this intelligence. Try the following:

- Create mind maps to explore, categorise and develop your thinking about problems and issues.
- Look for ways to create new, improved ideas from separate, initially unrelated ideas.
- Produce new ideas by using random objects and words and their various characteristics and associations to stimulate your thinking.

Creative thinking approaches to develop intrapersonal intelligence

Any techniques that encourage self – awareness and reflection will help develop this intelligence. Try the following:

- Keep a journal of your ongoing experiences. Think specifically about what you thought, felt and did in specific situations. What insights does this give you?
- Write a script of a situation you want to deal with well. Take note of what you think and feel as you read through it. What insights does this give you?
- Explicitly notice what you are thinking, feeling and doing at the same time as others are speaking. Also, mentally note what you find positive, negative and interesting about what they are saying. Ask yourself why this is.

Creative thinking approaches to develop spatial intelligence

Any techniques that encourage the visual expression and manipulation of thoughts, ideas and concepts will help the development of this intelligence.

Try the following:

- Draw a picture of a problem or issue.
- Create a mind map of a problem or issue.
- Use diagrams and flowcharts instead of words.
- Make visual notes of what someone is saying rather than using words.
- Use pictures and symbols to represent important concepts, or concepts that would take a lot of words to describe.
- Keep a personal sketchbook within which to draw pictures of your ideas.
- Use the cartoon strip approach to 'draw out' the story of a problem or process.

Creative thinking approaches to develop musical intelligence

Any techniques that encourage the development of musical awareness, sense of rhythm and hearing in general will help enhance this intelligence.

Try the following:

- Use rhythmic rhymes and memorable melodies to memorise information.
- Experiment with adding music to your environment. What types of music help you to relax or concentrate? What types of music stimulate and energise you?
- Immerse yourself in the sounds associated with the situation or subject you are addressing.
- Listen to audio recordings of lectures and books
- Record your own thoughts and ideas and play them back to yourself
- Use participative idea generation techniques that emphasise listening rather than movement.

In summary

Intelligence is about our ability to comprehend things. We do this in many ways, so intelligence is a very extensive and all embracing concept.

Most of us are strong in one or two of the multiple intelligences, but we can develop all our abilities in each of them.

“Creativity techniques can help us do this, especially when we know which techniques are best for developing a particular intelligence”¹⁶

¹⁶ www.tallistraining.co.uk/How%20to%20develop%20your%20multiple%20intelligences.doc

6. HYPOTHESIS

a. GENERAL

- The multiple intelligences influence in the teaching-learning process of the English language with students of 1st, 2nd and 3rd years of high school curriculum at “Tcrn. Lauro Guerrero” Military High School of Loja city. Period 2009-2010.

b. SPECIFICS

- Teachers don't take into account the multiple intelligences in the teaching-learning process of the English language with students of 1st, 2nd and 3rd years of high school curriculum at “Tcrn. Lauro Guerrero” Military High School of Loja city. Period 2009-2010.
- The techniques applied by teachers are not in relation to the multiple intelligences with students of 1st, 2nd and 3rd years of high school curriculum at “Tcrn. Lauro Guerrero” Military High School of Loja city. Period 2009-2010.

7. METHODOLOGY

a. DESIGN OF THE INVESTIGATION

This research work is characterized as a non-experimental work because we (researchers) won't have the chance to manipulate the variables, it will be developed in a descriptive way. We only will describe the object in the same way as it is represented in the reality and will develop a critical analysis to the results to propose some alternatives of solution. We will develop our research project based on the scheme provided by the English Language Career of the Education, Art and Communication Area of the National University of Loja.

All the research work is a complex and methodical process, which has to be developed with a correct methodology, so that according with the characteristics of this investigation we consider suitable to be guided with some methods that will let us reach a satisfactory level of explanation and prediction.

b. METHODS, TECHNIQUES AND INSTRUMENTS

i. Methods

The main method that we will be used in this project is the *scientific* because it will let us to carry out a systematic and ordered process to do a

logic explanation of the relations that are established in the researched object and consequently we can derivate some alternatives of solution to the found problem.

As particular methods we will use the *descriptive*, the *analytical-syntethic* and the *explicative* one.

The *descriptive method* will be used in the observation of facts, phenomenon and cases to do the analysis and interpretation the data with a pre-established finality. It also will be useful for the identification and precise delimitation, formulation of the hypothesis, recollection and elaboration (organization, comparison and interpretation) of the data, extraction of conclusions and draft of the final report.

The *analytical-synthetic method* will be used to examine the obtained results through the research instruments and to make the interpretation of the data and explain the cause of the facts, phenomenon that constitute the problem.

The *explicative method* will serve to explain the implicit relation of the established variables in the research object, to give our point of view according to the obtained results and to explain the theoretical referents.

It's important to mention that the descriptive statistics will be used as a tool that will facilitate the representation of the data in tables and graphics that will let us the comprehension of the obtained information.

ii. Techniques and instruments

With the purpose to get the empiric information about the researched object we will use the following techniques and instruments:

The *multiple intelligence* test that will be applied to the students of 1st, 2nd and 3rd years of high-school curriculum at "Tcrn. Lauro Guerrero" Military High School to know if the multiple intelligences influence in the learning of English language, which will be contrasted with the acquired knowledge (students' scores). This will help us to accept or deny our first hypothesis.

We also will apply a survey to the English teachers and another survey to the students of 1st, 2nd and 3rd years of high-school curriculum at "Tcrn. Lauro Guerrero" Military High School, in order to know and contrast if teachers are applying techniques related with the multiple intelligences.

c. PROCEDURES

To do this research work we will develop the following procedures:

i. Recollect the data

In order to obtain the empiric information, firstly we will apply a test to the students of 1st, 2nd and 3rd years of high school curriculum, At the same time we will apply a survey to teachers and students to.

ii. Tabulation

To the tabulation of the data obtained in the field research we will organize it according each kind of intelligence in order to know which relevant intelligences in every student are.

We also will tabulate the multiple choice questions that the surveys will have.

iii. Organization

The organization of the empiric information will be made according to the specific hypothesis that will guide the classification of the obtained results with the test and the surveys which will prove each hypothesis.

iv. Description

Once we will obtain the data, we will describe it in statistic tables that will show the frequency and the percentages of the obtained indicators with the applied instruments. This will let us to do the representation of information graphically.

v. Graphic representation

After we have described the data, we will represent them in bar graphs, so it will facilitate the interpretation and consequently the critical analysis of every result.

vi. Interpretation and Analysis

Once we have presented the information in tables and graphs, it will be interpreted according to the obtained percentages and it will be analyzed

taking into account the major tendencies in the results and the variables of the specific hypothesis.

vii. Hypothesis Verification

The verification of the hypothesis will be demonstrated through a deductive hypothetical process supported in the logical analysis of the field investigation which final results will be expressed in a descriptive way. We also will contrast the results with the searched information which will help us to prove or deny our hypothesis.

viii. Conclusions and Elaboration of the Report

The conclusions will be drawn based on a specific analysis of the results and they will serve to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated the present research.

Finally, the elaboration of the final report will be designed through chapters that let the understanding of the theory and of the results that we will obtain in the present research.

d. POPULATION AND SAMPLE

The population that will be studied in this investigation is the students of 1st, 2nd and 3rd years of high school curriculum of “Tcrn. Lauro Guerrero” Military High School, which will be described in the following scheme:

YEAR	NUMBER OF STUDENTS
First	85
Second	95
Third	80
TOTAL	260

We think that the students’ population is not big, so we will work with all of it.

The teachers’ population is six people, so that we will work with all the population of the English language area because it is small.

8. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

a. RESOURCES

i. Human

- ✓ Research group: Erika Cristina Alberca Abad
Andrea Elizabeth Córdova Erreis
- ✓ Students of 1st, 2nd and 3rd years of high-school curriculum at “Tcrn. Lauro Guerrero” Military High School.
- ✓ Teachers of the English language area of “Tcrn. Lauro Guerrero” Military High School.

ii. Material

- ✓ Office material
- ✓ Books.
- ✓ Copies.
- ✓ Test.
- ✓ Paper.
- ✓ Folders.

iii. Technical

- ✓ Computer.
- ✓ Printer.
- ✓ Internet.

b. BUDGET

Office material	50.00
Typing and printing	750.00
Unforeseen	200.00
TOTAL \$	1000.00

c. FINANCING

The expenses derived from the present work will be assumed by the research group.

MULTIPLE INTELLIGENCES TEST - BASED ON HOWARD GARDNER'S M.I. MODEL

Score the statements: 1 = Mostly Disagree, 2 = Slightly Disagree, 3 = Slightly Agree, 4 = Mostly Agree

Statement	Score
I like to learn more about myself	
I can play a musical instrument	
I find it easiest to solve problems when I am doing something physical	
I often have a song or piece of music in my head	
I find budgeting and managing my money easy	
I find it easy to make up stories	
I have always been very coordinated	
When talking to someone, I tend to listen to the words they use not just what they mean	
I enjoy cross words, word searches or other word puzzles	
I don't like ambiguity, I like things to be clear	
I enjoy logic puzzles such as 'Sudoku'	
I like to meditate	
Music is very important to me	
I am a convincing liar	
I play a sport or dance	
I am very interested in psychometrics (personality testing) and IQ tests	
People behaving irrationally annoy me	
I find that the music that appeals to me is often based on how I feel emotionally	
I am a very social person and like being with other people	
I like to be systematic and thorough	
I find graphs and charts easy to understand	
I can throw things well - darts, skimming pebbles, Frisbees, etc	
I find it easy to remember quotes or phrases	
I can always recognize places that I have been before, even when I was very young	
I enjoy a wide variety of musical styles	
When I am concentrating I tend to doodle	
I could manipulate people if I choose to	
I can predict my feelings and behaviors in certain situations fairly accurately	
I find mental arithmetic easy	
I can identify most sounds without seeing what causes them	

At school one of my favorites subjects is / was English	
I like to think through a problem carefully, considering all the consequences	
I enjoy debates and discussions	
I love adrenaline sports and scary rides	
I enjoy individual sports best	
I care about how those around me feel	
My house is full of pictures and photographs	
I enjoy and am good at making things - I'm good with my hands	
I like having music on in the background	
I find it easy to remember telephone numbers	
I set myself goals and plans for the future	
I am a very tactile person	
I can tell easily whether someone likes me or dislikes me	
I can easily imagine how an object would look from another perspective	
I never use instructions for flat-pack furniture	
I find it easy to talk to new people	
To learn something new, I need to just get on and try it	
I often see clear images when I close my eyes	
I don't use my fingers when I count	
I often talk to myself – out loud or in my head	
At school I loved / love music lessons	
When I am abroad, I find it easy to pick up the basics of another language	
I find ball games easy and enjoyable	
My favorite subject at school is / was math	
I always know how I am feeling	
I am realistic about my strengths and weaknesses	
I keep a diary	
I am very aware of other people's body language	
My favorite subject at school was / is art	
I find pleasure in reading	
I can read a map easily	
It upsets me to see someone cry and not be able to help	
I am good at solving disputes between others	
I have always dreamed of being a musician or singer	
I prefer team sports	
Singing makes me feel happy	
I never get lost when I am on my own in a new place	
If I am learning how to do something, I like to see drawings and	

diagrams of how it works	
I am happy spending time alone	
My friends always come to me for emotional support and advice	
Intelligence type	Your totals
Linguistic	
Logical-Mathematical	
Musical	
Bodily-Kinesthetic	
Spatial-Visual	
Interpersonal	
Intrapersonal	

TEACHERS' SURVEY

As undergraduates of the English Language Career of National University of Loja, we want to ask your collaboration answering this survey, that will let us to do our Thesis Project about The Multiple Intelligences an its influence in the Teaching Learning Process.

1. Do you take into account the Multiple Intelligences in the teaching-learning process of English Language?

Yes ()

No ()

Sometimes ()

Why?

2. Which options are the appropriate to define the Multiple Intelligences?

- M.I. are the different styles to learn ()

- M.I. is the capacity to solve problems ()

- M.I. is the most powerful instrument for education ()

3. Which are the most common intelligences in your students?

Linguistic ()

Logical-Mathematical ()

Musical ()

Bodily-Kinesthetic ()

Spatial ()

Interpersonal ()

Intrapersonal ()

Naturalistic ()

4. Which techniques do you apply to develop the Linguistic Intelligence?

Telling stories ()

Scanning ()

Word Games ()

(Puzzles, word soups)

Singing songs ()

Grammar patterns ()

5. Which techniques do you apply to develop the Logical Mathematical Intelligence?

- Solving problems ()
- Experiments ()
- Games ()
- Visiting the library ()
- Memorizing techniques ()

6. Which techniques do you apply to develop the Musical Intelligence?

- Singing songs ()
- Tongue twister ()
- Identify sounds ()
- Listen to audio recordings ()
- English Chorus ()

7. Which techniques do you apply to develop the Bodily Kinesthetic Intelligence?

- Handicraft activities ()
- Drama ()
- Role Plays ()
- Bodily gestures ()
- Take care plants ()

8. Which techniques do you apply to develop the Spatial Intelligence?

- Posters ()
- Riddles ()
- Jigsaw puzzles ()
- Cut out activities ()
- Finding differences ()

9. Which techniques do you apply to develop the Interpersonal and Intrapersonal Intelligences?

- Group work ()
- Individual tasks ()
- Skimming ()
- Role play ()
- Debates ()
- Experiences ()

10. Which techniques do you apply to develop the Naturalistic Intelligence?

- Listen to natural sounds ()
- Gap filling ()
- Relate to natural objects ()
- Take care of environment ()
- Outdoor teaching ()

11. How often do you use the techniques to develop the Multiple Intelligences?

- Always ()
- Sometimes ()
- Never ()

12. Do you consider the multiple intelligences of your students to apply the teaching techniques?

- Yes ()
- No ()
- Sometimes ()

THANKS FOR YOUR COLABORATION!

STUDENTS' SURVEY

As undergraduates of the English Language Career of National University of Loja, we want to ask your collaboration answering this survey, that will let us to do our Thesis Project about The Multiple Intelligences an its influence in the Teaching Learning Process.

1. Does your teacher take into account the Multiple Intelligences in the teaching-learning process of English Language?

Yes ()

No ()

Sometimes ()

Why?

2. Which options of the following concepts do you consider are the most appropriate to define the Multiple Intelligences?

- M.I. are the different styles to learn ()

- M.I. is the capacity to solve problems ()

- M.I. is the most powerful instrument for education ()

3. Which Intelligence do you consider are the most common for students?

Linguistic ()

Logical-Mathematical ()

Musical ()

Bodily-Kinesthetic ()

Spatial ()

Interpersonal ()

Intrapersonal ()

Naturalistic ()

4. Which techniques does your teacher apply to develop the Linguistic Intelligence?

Telling stories ()

Scanning ()

Word Games ()

(Puzzles, word soups)

Singing songs ()

Grammar patterns ()

5. Which techniques does your teacher apply to develop the Logical Mathematical Intelligence?

- Solving problems ()
- Experiments ()
- Games ()
- Visiting the library ()
- Memorizing techniques ()

6. Which techniques does your teacher apply to develop the Musical Intelligence?

- Singing songs ()
- Tongue twister ()
- Identify sounds ()
- Listen to audio recordings ()
- English Chorus ()

7. Which techniques does your teacher apply to develop the Bodily Kinesthetic Intelligence?

- Handicraft activities ()
- Drama ()
- Role Plays ()
- Bodily gestures ()
- Take care plants ()

8. Which techniques does your teacher apply to develop the Spatial Intelligence?

- Posters ()
- Riddles ()
- Jigsaw puzzles ()
- Cut out activities ()
- Finding differences ()

9. Which techniques does your teacher apply to develop the Interpersonal and Intrapersonal Intelligences?

- Group work ()
- Individual tasks ()
- Skimming ()
- Role play ()
- Debates ()
- Experiences ()

10. Which techniques does your teacher apply to develop the Naturalistic Intelligence?

- Listen to nature sounds ()
- Gap filling ()
- Relate to nature objects ()
- Take care of environment ()
- Outdoor teaching ()

11. How often does your teacher use the techniques to develop the Multiple Intelligences?

- Always ()
- Sometimes ()
- Never ()

12. Does your teacher consider the Multiple Intelligences of his/her students to apply the teaching techniques?

- Yes ()
- No ()
- Sometimes ()

THANKS FOR YOUR COLABORATION!

TIMETABLE

<div>MONTHS</div> <div>ACTIVITIES</div>	Dec				Jan				Feb				Mar				Apr				May				June				July			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project	x	x																														
Write the recommendations to the project					x	x																										
Checking and redesign of the research instruments									x	x																						
Application of the research instruments																				x												
Processing of the research																					x	x										
Drawing conclusions																							x									
Elaboration of the report																								x	x							
Private qualification of the thesis																										x						
Writing of the recommendations																												x	x			
Public sustentation and Graduation																														x	x	

CONSISTENCY MATRIX

THEME: “THE MULTIPLE INTELLIGENCES AND THEIR INFLUENCE IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE WITH STUDENTS OF 1ST, 2ND AND 3RD YEARS OF HIGH SCHOOL CURRICULUM AT “TCRN. LAURO GUERRERO” MILITARY HIGH SCHOOL OF LOJA CITY. PERIOD 2009 - 2010”

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
How do the multiple intelligences influence in the teaching-learning process of the English language with students of 1 st , 2 nd and 3 rd years of high school curriculum at “Tcrn. Lauro Guerrero” Military High School of Loja city. Period 2009-2010?	To determine how the multiple intelligences influence in the teaching-learning process of the English language with students of 1 st , 2 nd and 3 rd years of high school curriculum at “Tcrn. Lauro Guerrero” Military High School of Loja city. Period 2009-2010.	The multiple intelligences influence in the teaching-learning process of the English language with students of 1 st , 2 nd and 3 rd years of high school curriculum at “Tcrn. Lauro Guerrero” Military High School of Loja city. Period 2009-2010.		
<i>Subproblems:</i> What is the role of the multiple intelligences in the learning of the English language with students of 1 st , 2 nd and 3 rd years of	<i>Specifics:</i> To define the role of the multiple intelligences in the learning of the English language with students of 1 st , 2 nd and 3 rd years of	<i>Specifics:</i> Teachers don't take into account the multiple intelligences in the teaching-learning process of English language with students of 1 st ,	Multiple intelligences.	

<p>high school curriculum at “Tcrn. Lauro Guerrero” Military High School of Loja city. Period 2009-2010?</p> <p>What kind of techniques do the teachers apply to develop the multiple intelligences with students of 1st, 2nd and 3rd years of high school curriculum at “Tcrn. Lauro Guerrero” Military High School of Loja city. Period 2009-2010?</p>	<p>high school curriculum at “Tcrn. Lauro Guerrero” Military High School of Loja city. Period 2009-2010.</p> <p>To identify the techniques that the teachers apply to develop the multiple intelligences with students of 1st, 2nd and 3rd years of high school curriculum at “Tcrn. Lauro Guerrero” Military High School of Loja city. Period 2009-2010.</p>	<p>2nd and 3rd years of high school curriculum at “Tcrn. Lauro Guerrero” Military High School of Loja city. Period 2009-2010.</p> <p>The techniques applied by teachers are not in relation to the multiple intelligences with students of 1st, 2nd and 3rd years of high school curriculum at “Tcrn. Lauro Guerrero” Military High School of Loja city. Period 2009-2010.</p>	<p>Teaching learning process.</p> <p>Techniques to develop the multiple intelligences.</p>	
---	--	---	--	--