UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SOCIAL SCIENCES
FOREIGN LANGUAGE DEPARTMENT

"THE INFLUENCE OF STUDENT'S MULTIPLE INTELLIGENCES AND THE LEARNING STRATEGIES THEY USE IN THE ENGLISH LANGUAGE LEARNING. CASE: 7TH, 8TH AND 9TH GRADERS OF THE "INSTITUTO TÉCNICO DE EXALUMNOS SALESIANOS", YEAR 2018."

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CONTENT

ABSTRACT.

The present research paper was aimed to discover the influence of the Multiple Intelligences and the Learning Strategies in the English language learning process. With the purpose of doing so, the researchers placed their attention on the English class students from the 7th, 8th, and 9th grades of the Instituto de Exalumnos Salesianos (from now on referred to as EXSAL), year 2018. During the course of this research, the research team dedicated themselves to the investigation of the uses and influence of the Multiple Intelligences Theory, originally proposed by Dr. Howard Gardner, and to discover the benefits of the correct utilization of the Language Learning Strategies, in order to find out how this two could influence the good acquisition of the English language.

In order to do this possible, the researches carried out three different tests to the sample selected for this research. The first one was the Multiple Intelligences Inventory, which was designed to discover the predominant intelligences of each of the students of the sample, the second one was the SILL test which helped researches to find out the frequency of use and strategies preferred by the sample and the last one was the English Placement test that was used to discover the students' English level.

Keywords: Multiple Intelligences; Learning Strategies.

1. APPROACH OF THE INVESTIGATION

Topic: "The Influence of the Students' Multiple Intelligences and the Learning Strategies They use in the English Language Learning Process. Case: 7th, 8th, and 9th Graders of the "Instituto Técnico de Exalumnos Salecianos", Year 2018."

1.1 DELIMITATION OF THE RESEARCH PROBLEM.

This qualitative-quantitative research aims to describe and identify the multiple intelligences and the learning strategies used by the 7th, 8th and 9th grades' students of the Instituto Técnico de Exalumnos Salecianos, in order to determine the impact of these two aspects in their performance in the English language learning process.

Several researches have been conducted in the field of multiple intelligences and learning strategies (Feuerstein, 1980; Sternberg, 1985; Goleman,1990; Gardner, 1983; Mackenzie, 1999; Oxford, 1990; Chamot, 1987), all of them pointing out to their different applications and benefits for students and teachers, and in a way pursuing the awareness of people to the fact that intelligence, as it was perceived in the past century, is not completely accurate because, as it was demonstrated by Dr. Howard Gardner (1983), every individual thinks, perceives and processes information in different ways, which leads to the idea that every person has more than just one single type of intelligence measurable by tests and grades. Sadly as it is, neither Dr. Gardner's theory of the MI (Multiple Intelligences) nor the LS (Learning Strategies) are well used in every classrooms, as students are continuously presented the information in the old fashionable ways of text books and lectures, homework and exercises, and getting a score from a standardized test that do not exploit all the different capacities and/or skills a person has, hoping to get from them an excellent grade and seeing those who do not reach the standards as incapables of succeeding.

On the other hand, nowadays in El Salvador people face the fact that the English Language is a must to succeed in both ways: academic and professionally, as it opens new and better opportunities in both areas. Nevertheless, students who want to learn the language encounter many difficulties in their learning process, partly because of the teaching techniques that most of the time makes students feeling demotivated or not interested in learning, making the English language a boring and hard subject that they cannot approve, this last one could be the result of the teachers' unawareness of the students' particular intelligences and preferred learning strategy selection. This particular situation is what researchers have found among the sample taken for this research, even though the material used for the class (text books, practice books, among others) seems to consider the different intelligences in the topics they present to the students.

With the aim to discover the influence of the correct application of MI theory and the correct used of LS in the student's learning process, this research was carried out in the "Instituto Técnico de Exalumnos Salesianos" (ITEXSAL), in San Salvador city, during the last trimester of the school year 2018, specifically with the English class students of 7th, 8th, and 9th grades, to whom was presented a test in order to identify their dominant intelligence among the 8 proposed by Dr. Gardner's theory of the MI, and from those, researchers selected a sample of 64 students to carry out a second test to identify whether or not they use, consciously or not, any of the LS. Once the data was gathered and processed researchers expected to see if there was an influence in the students' performance and learning process coming from the students' predominant MI and their preferred LS, and if this last one has or not a correlation with the student's MI noted as predominant, and if it was possible to find out which intelligence, among the 8 identified by Dr. Gardner, seemed to find less problems in the learning of a second language, in this case, English.

Scopes:

1.   **Cognitive**. Related to the evident differences in the students' needs according to their Multiple Intelligences and their Learning Strategy selection.

2.   **Teaching**. Referring to the teaching methodologies used by teachers and how these affect students when the theory of the Multiple Intelligences is not taken into consideration.

3.   **Teachers' Training**. Pointing out the advantages of using the theory of Multiple Intelligences in a way that awakes the interest of the school authorities and/or teachers to develop new strategies that will help teachers to improve the English teaching-learning process.

Limits.

During the process of collecting data from the test and questionnaires, the researchers encountered several difficulties on the responders' answer selection, as they were not completely sure of what they were doing in order to achieve they learning goals on the English subject. On the other hand, there was a lack of interest on the responders on answering the test and their responses were not honest and/or assertive on the 100% items of the tests, and some of them even did not answer the tests presented. As well, researchers encounter that the students were not a hundred percent sure whether or not they use a LS, which resulted in an improvised or invented selection of the answer during the questionnaires, and some of them preferred not to answer all the items of the test. All of this was discovered by the research team by observing the responders during the time set for the resolution of the test, during this time the researchers could observe that several of the students were asking their peers for help in order to answer the tests and on top of that did not showed any interest or disposition to attempt to give an answer to the data collection instruments presented.

1.2 STATEMENT OF THE RESEARCH PROBLEM

When learning a new language every child faces different difficulties; while some of them are able to learn fast and enjoy the process, others face lots of obstacles that prevent them to have a good development on the target language. This can be caused due to different factors, such as the lack of motivation and interest to learn the new language or because they seem to not have enough time to dedicate to their language learning process. Another important factor, that clearly does not depend on students but affects them, is the current teaching methodology used in the English classrooms that does not fulfill every child's needs resulting on a large difference on the performance among the students of the same class or level, problematic that has been perceived among the students of the 7th, 8th, and 9th grades from ITEXSAL.

In order to analyze the differences identify among this specific group of students from ITEXSAL and their the learning process, researchers took Dr. Howard Gardner's theory of the multiple intelligences, proposed on 1983; where he stated that there is more than just one type of intelligence based on IQ (intelligence quotient) testing; according to him there are eight different intelligences (and we can continue discovering even more intelligences, such as the now known existential intelligence) to account for a broader range of human potential in children and adults, which are all presented on his book *Frames of Mind, 1983*.

According to this theory every person has all these different types of intelligences but in different levels, and when they are all considered in classrooms help kids to have an efficient learning experience that would make them understand the classes easier, as it is not the same for a student that shows to have a predominate linguistic intelligence and learns better by reading text books and using flash cards that for a student that seems to have a predominant musical intelligence, this last one is going to be more motivated to study and it is going to find it easier and funnier to learn by creating a lyric for a song using any given topic.

Nowadays, this theory so well- known seems to not be considered by schools when planning the lesson, although, the material required for the classes presents activities to develop some of these intelligences, which is the case of the materials used by the 7th, 8th, and 9th graders from the ITEXSAL, but most of the time teachers, and by consequence students, are not conscious of the intelligences they are working with. Teachers and parents keep seeing children failing subjects just because they do not seem to "be made to do that" or because "they do not have the interest and make the effort required to get good grades" and teachers do not stop thinking what could be the best way to teach them, and by consequence, to help them understand better by making use of the specific type of intelligence that is more prominent in them. Leading to a dissatisfaction and frustration on students as they are not "capable" of learning any given subject and to a continuous failure in their academic life, which eventually ends in students failing their school years, becoming a repeater student, or in a school desertion.

Besides this, there are other factors that affect either positively or negatively the learning process of the students of the English class selected for the purpose of this study, and that is the amount of time and the way they apply and work with their knowledge when they are outside the classroom, in other words what are the Learning strategies they use? And how effectively they apply them to get good results? Learning strategies are all those actions that children do, consciously or not, to study, reinforce knowledge, prepare themselves for a test or presentation and even to do their homework, these can go from a simple reading to a more complex action like Practice Testing, which is a technique where the students ask themselves questions and answer to them, all this with the purpose to facilitate the learning process and do it in an interesting way.

However, the researchers discovered that most of the students from the English class were not aware of the LS, their uses and benefits for the learning process, and by consequence they could not take advantage of the more appropriated LS for them in order to reinforce the knowledge acquire in the classroom, which resulted on "irresponsible" students that did not hand their assignments in time because they

"did not know how to do it", and even if they did, the quality of their work did not cope with the "standards" of their level.

Considering these two aspects, the research team aim to answer the question: What is the influence of students' multiple intelligence and the learning techniques they use in the English language learning process? based on the data collected form the sample of the students selected from ITEXSAL, which will help researchers to discover the impact on the students' English language learning process in relation with their specific dominant intelligence and the learning strategies they prefer, resulting in an analysis that will help to identify which of the 8 MI finds less difficult the learning of a second language and if the LS preferred by students have or not a relationship with their predominant MI. Which could help teachers and students to be more aware of the importance of MI theory and the conscious utilization of the LS in order to improve the teaching-learning experience in the English classrooms from ITEXSAL and in any other school that may find useful the findings of this paper.

1.3 RESEARCH OBJECTIVES

1.3.1 General Objective:

- To find out the influence of the Multiple Intelligences and Learning Strategies used by 7th, 8th and 9th graders in the English learning process at ITEXSAL through the use of different data collection instruments, in order to inform teachers and students about the importance of the Multiple Intelligences theory and the benefits of using the Learning Strategies.

1.3.2 Specific Objectives:

- To identify the multiple intelligences among the students of 7th, 8th, and 9th grades and the learning strategies preferred by them through the use of tests and questionnaires.

- To analyze the students' performance in the English language learning process based on their multiple intelligences and the Learning strategies they use.

- To recognize what multiple intelligences is the most dominant on the English language learning among the students previously mentioned.

- To find out the correlation between the students' Multiple intelligences and their selection of Learning strategies.

1.4 RESEARCH QUESTIONS

- How does the students' multiple intelligences and learning strategies selection influence the English language learning performance of the 7th, 8th, and 9th graders at ITEXSAL?

- What are the multiple Intelligences that are presented among the students of the 7th, 8th, and 9th graders of the "Instituto Técnico de Exalumnos Salesianos", year 2018?

- What are the Learning Strategies more used by the 7th, 8th, and 9th graders of the "Instituto Técnico de Exalumnos Salesianos", year 2018?

- What are the multiple intelligences that seem to have a better performance in the English language learning process?

- Is there an expected correlation between students' Multiple Intelligence and their Learning strategy selection?

1.5 RESEARCH JUSTIFICATION

Back on the 90's people used to think of the concept of intelligence as something that could only be measured by tests and grades, without consider the rest of human skills. This idea was rejected by psychologists like Gardner who recreated the concept of intelligence as something more complex. He suggested the idea that people think, learn, and create in different ways, and that the development of people's potential is affected by the relationship between what people learn and how they learn depending on their particular intelligences. Nevertheless, these studies and theories, do not seem to be relevant for most of schools, that are teaching using the same methodologies and techniques from the past. That is why this research seeks to find out and describe the MI predominant in the students of 7th, 8th and 9th grades from ITEXSAL, and analyze how these influence on their English language learning process, so that teachers could be informed about this, at the moment of planning their lessons.

Another important aspect of this research was to explore and identify the learning strategies used by these students. As it was mentioned before, researchers recognized that students have different learning profiles and this has a big influence on the students' selections of strategies to study and reinforce the language. Therefore, teachers should be able to provide specific ways for each individual to learn as much as possible, without assuming one student's way of learning is identical to anyone else's (Tomlinson, 1999).

By making teachers conscious of the importance of the utilization, or better to say the correct utilization, of the Learning strategies they could help their students to have a better performance in their learning process; making this research a very important tool for educators from ITEXSAL and from any other institutions that may be interested on the subject, that need to be more aware of the students' leaning strategies and how they can use them and take advantage of them in the classroom.

These theories are an innovation that allows to have a new perspective of human intelligence and portraits people as unique beings that learn in different ways and in different time lapses. This perspective obligates teachers to reconsider the traditional and old ways of teaching that have overlooked person's individualism and teaches every student in the same way, leading to discrimination of those students that learn differently, resulting in low school performance, school desertion and frustrated students unable to comply with the stereotype of student created by the educational system, making notorious the existing gap in the actual educational system of EL Salvador, since this one does not fulfill with the students' needs.

According with the results of the EHPM 2016 (Encuestas de Hogares de Propositos Multiples), the percentages of students repeating their school year, in the country, more than once is higher in the primary education and for the male students no matter the educational level they are in. On the other hand, it shows a breach depending on the economical level, mostly for the basic levels, where the percentage of repeater students belonging to the group of limited resources is 8.8%, while the number of repeater students belonging to the group of families with high incomes is 2.3%, this breach reverse as students move up in their schooling.

This research seeks to introduce an unspoken and neglected topic, that may cause a little of a controversy as it requires a bit more of an effort from the educational system, but that surely can contribute for teachers to see that students are capable of many more things as they have more than one single intelligence and so they are able to learn in many different ways. Therefore, it will be helpful for the students from ITEXSAL to discover their dominant type of intelligence and based on that be able to identify the most appropriate Learning strategy that helps them to enhance their own abilities and use them to have a better academic development. And by doing this researches hope to open a door that can contribute to minimized school desertion and motivate young people in general to enroll on school.

This research could also help to improve the teaching methodologies by indicating the relationship between the Multiple Intelligences (MI) and the Language Learning Strategies (LLS) of students. Researchers believe that teachers should explore the different LLS and prove their effectiveness. As Chamot (CALLA, 2005) said: "Language Educators and Methodologist will continue in their pursuit of more effective teaching approaches and, with the increasing student-centered education and the students' empowerment in all the different areas of education, training in LLS is going to be an important part of teaching training and the curricular design".

2. THEORETICAL BACKGROUND.

2.1 Research Antecedents.

To start with this section, it is a must to consider the previous works of scientist such as Alfred Binet, Charles Spearman and Jean Piaget who put their efforts on describing human intelligence and proposing ways to measure it and evaluate its evolution. The first attempt to measure children's intelligences was made by Binet, who created the "Stanford–Binet Intelligence Scale", which identifies 5 different cognitive abilities and is known as the first official intelligence assessment used to identify gifted children and those with mental deficiency, which is still very well-known around the world as a way to compare intelligence.

Continuing with this line of research Charles Spearman presented his "Two-factor theory of intelligence" (1923) where he described the concept of General Intelligence. In his research he explained that intelligence is composed of two factors, the general factor (or g factor) that is the inherent cognitive ability existing in every single individual and the specifics factors (or s factors) that change depending on the environmental aspects of each person, such as relationships, environment, learning flexibility, among others.

Another important contribution, is the one made by Jean Piaget, whose work set the bases for the multidisciplinary perspective of the human intelligence. His theory of Cognitive Development is centered in the mental processes, including how a person thinks, perceives the world, learns, and solves problems. He disagreed with the idea of intelligence as a fixed trait, and saw the cognitive development as a process which happens due to biological maturation and interaction with the environment.

A few years later, a new perspective of intelligence was born thanks to the contributions of different authors such as Reuven Feuerstein, who is known for his work in Cognitive modifiability, where he rejected the idea of "fixed intelligence" and established the principle that every child "can learn how to learn", as well that the intelligence is not a static structure but an open, dynamic system that is continuously developing throughout the life.

On the other hand, Sternberg's "Triarchic Theory of Intelligence" (1985, 1990) presents his attempts to understand human intelligence in terms of distinct components, rather than a single ability, by identifying three different aspects: analytic, creative, and practical skills. Another aspect that was considered in this new perspective of multidisciplinary intelligence are human emotions, or "Emotional intelligence", brought in by Daniel Goleman. He described it as the ability to understand and manage one's emotions and those from the people around. This approach contemplates these three aspects: self-awareness, or the ability to understands oneself emotions, feelings and motivations; Self-management, or the ability of being in control of the things one says and does; Social-awareness, or the ability to understand others' emotions; and finally Social skills, or the capacity to communicate effectively with those around.

Finally, Gardner's work on multiple intelligences, all summarized in his book Frames of Mind (1983), has helped to make major changes in the field of education and in the perception of intelligence itself. In his research he proposed that Human Beings have at least 8 different intelligences that help them to develop themselves in the different areas of life, making special emphasis in the fact that every person possesses all these different intelligences in some degree.

All the previous authors agreed that intelligence is more than one general capacity that can only be measured on tests, but it is rather something more complex that goes beyond a score on a test and that every human has, but in a different degree depending on their particular abilities and contexts and that can be exploited and maximized depending on the interest and preference of each individual, and to the time and effort invest for each person in the different areas of life.

Another important aspect concerning this research are the Learning Strategies that in the past have been subject of conscious research; many educators have dedicated time and effort to analyze their benefits for the learning process, to categorize them and identify the strategies used by successful students and how to transfers them to less successful students.

Different authors have make an effort to define the concept of Language Learning Strategies; Rubin said that they are "*any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information".* Another definition was provided by O'Malley and Chamot, (1990) they defined LS as *"the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information"*. As well, Rebecca Oxford provides a more comprehensive definition of learning strategies, saying that they represent *"specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford 1990).* In addition, those authors agreed in the way they categorized them, one of these classifications belongs to Rubin, who organized them as follows: learning strategies, communication strategies, and social strategies. On the other hand, Rebecca Oxford gave a more comprehensive categorization, always basing her work in the existing classification of authors like Rubin and O'Malley and Chamot; She divided them in two main groups: Direct and Indirect strategies, were she grouped six different subgroups of strategies, that are to be explained ahead in the next section of this paper. Another important contribution of Oxford is her "Strategy Inventory for Language Learning" or also called SILL (1990), that helps students and teachers to identify the type of strategies used by learners.

Although, many researches have been carried out regarding these two subjects, they have been made separately and just a few of them attempt to demonstrate a relationship between multiple intelligences, learning strategies and their impact on students' performance in the learning process; which makes this research significant, as it seeks to fill the existing gap between the multiple intelligences theory and the use of learning strategy inside and outside the classroom.

2.2 Theoretical Basis.

In this section researchers present a brief analysis of the different variables involved in this study. Starting with the Learning strategies, their definition, categorization and uses; going through the multiple intelligence's theory, the different types of intelligences identified by Dr. Gardner and their definitions; ending with the application of these two aspects in the Salvadoran educational system in the EFL teaching process, specifically applied to the case of the 7th, 8th and 9th graders from the Instituto Técnico de Exalumnos Salecianos, ITEXSAL.

2.2.1 Learning Strategies.

The research on language learning strategies began with strategies of the "good language learner" by Rubin and Stern in 1975, they worked on identifying the strategies that successful learners used and how these could be applied to less successful students. Following this line of study, different researchers have tried to demonstrate the importance of language learning strategies and their benefits to become a successful language learner. According to Rubin and Thompson (1983), a good language learner possesses these three special characteristics: they make their own opportunities, find strategies for practicing and using the language inside and outside the classroom, and learn new production and creating techniques to process the information.

In general, researchers believe that language learning strategies play a significant role in learning a foreign language, due to the fact that they can help learners to facilitate the acquisition, storage of new information, the use and reinforcement of their knowledge and to improve their performance on the target language.

2.2.2Definition and Classification of the Language Learning Strategies.

There is not a single definition of Language Learning Strategies as there are multiple authors that have worked on them. One of the earliest definitions was the one given by Rubin, who said that Language Learning Strategies (from now on referred to as LLS) are "*any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information".* It is also worth to mention the definition presented by Chamot, she defines LLS as all *"the conscious thoughts and actions that learners take in order to achieve a learning goal"*. Another important contribution to their definition is the one of Rebecca Oxford; her definition is the most used by authors and teachers as it is clear and consistent. She defines LLS as the *"specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations".*

It is very important to understand what LLS are and take them into account when teaching and learning a new language. They are not just a group of techniques that a person applies, they are a series of conscious and intentional decisions that a person or a student takes in order to recover the information necessary to achieve a specific goal within an educational situation (Monereo, 1994). One way or another, learning strategies are really essential in any learning process since they facilitate the assimilation of information and successful learning.

In the same way that there is not a single meaning of the term LLS, there is not a single classification of them, as every author that has worked on them has created his/her own classification, although, they do not differ greatly from one another. For the use of this paper, researchers took Oxford's classification of LLS (1990), she synthesized prior existing studies (Rubin, O'Malley, Chamot, and others) and came up with her own classification system, where she presented six different types of strategies, which she divided into two major categories: direct and indirect and each category contains three of the six types, that she presented as follows:

Oxford's Language Learning Strategy System (Oxford, 1990, p.17)

Type	Primary strategies	Secondary strategies
Direct Strategies	1.Memory strategies	A. Creating metal linkages B. Applying images and sounds C. Reviewing well D. Employing action
	2. Cognitive strategies	A. Practicing B. Receiving and sending messages C. Analyzing and reasoning D. Creating structure for input and output
	3. Compensation strategies	A. Guessing intelligently B. Overcoming limitations in speaking and writing
Indirect Strategies	1.Metacognitive strategies	A. Centering your learning B. Arranging and planning your learning C. Evaluating your learning
	2. Affective strategies	A. Lowering your anxiety B. Encouraging yourself C. Taking your emotional temperature
	3. Social strategies	A. Asking questions B. Cooperating with others C. Empathizing with others

1. **Direct strategies** are all those that help learners to learn the target language in a direct way and require all kinds of mental processes in order to do so, and which main aim is to help Students to created their own personalized way of study. Among this category it can be found three different types of strategies: *Memory strategies, Cognitive strategies and compensation strategies.*

   a) **Memory strategies:** They help learners to acquire and remember new information and show how they remember the target language. They include:
      ✓ Creating mental linkages, that basically consist in grouping new words according with their meaning, in creating associations among the new words acquired with previous vocabulary to remember them and their meaning, and placing these new word into a context to help the learners to reinforce the knowledge acquired.

✓ <u>Applying images and sounds;</u> that basically consist in the use of images to make associations between the image and a sound that relates with it, also in placing words in a real based context, for instance a teacher can ask his/her students to create a dialog using the studied vocabulary and memorize it for them to remember it better, the use of key words and representing sound in memory by building linkages between two similar words.

✓ <u>Reviewing well;</u> students are given the opportunity to review their annotations in a conscious, organized and structured way, this even help them to be conscious about their learning progress.

✓ <u>Employing action;</u> with this teacher want to stimulate a physical reaction on the learners and encourage in them the memorization, for instance students can be asked to perform in a role play where they will be likely to use most of the vocabulary and grammar structures learned during the course.

b) **Cognitive strategies:** This group includes all those strategies that enable the learned to have control on their learning, they allow the learned to manipulate the learning materials. The strategies found among this group are:

✓ *<u>Practicing;</u>* these are different strategies that can be applied in classrooms, like repeating sounds and allophones, practicing pronunciation and spelling, its mean aim is to practice the language in a natural way without worrying too much in the mistakes the students may do because it main purpose is to have them to communicate a message to others in a way that it can be understood.

✓ *Receiving and sending messages;* by using this strategies students ensure their understanding of the target language, through the use of different resources such as the dictionaries or complementary readings from books and magazines, which also helps them to communicate in an effective way.

✓ *Analyzing and reasoning:* These encourage the learners to use their critical and deductive thinking, they can also make use of the translation from their mother language to the target language and/or language transfer to infer the meaning of new concepts or words.

✓ *Creating structure for input and output;* by making their own notes, summarizing and underlining the most important information found in text books and other complementary sources of information, in a way that learners can internalize the information for later use.

c) **Compensation strategies:** These help the learners to compensate for their limited or missing knowledge in the target language. These are mostly related to the speaking and writing macro skills of the language, they include:

✓ *Guessing intelligently;* learners may try to undertint the meaning of a new word by the context of the reading or using other clues, for instance they can guess the meaning of a word through a picture shown in the text.

✓ *Overcoming limitations in speaking and writing;* by making use of the mother tongue, asking for help, making gestures and mimics to transmit the desired message, using synonyms or descriptions, making up words.

1. **<u>Indirect Strategies:</u>** help learners to support and manage language learning without directly involving the target language. This group of indirect strategies is subdivided into 3 types of strategies: *Metacognitive strategies, Affective strategies and Social strategies.*

   a) **Metacognitive strategies:** These help the students to identify the most effective ways to accomplish a learning task, to plan their learning and find materials that can be helpful for them, to organize their time and set a schedule, and to monitor their learning process, their improvements and mistakes in order to overcome them. These includes:

      ✓ *Centering your learning;* focusing on a determine topic/s or area/s to study, what needs to be reinforce?

      ✓ *Arranging and planning your learning:* planning what needs to be done and creating a schedule to fulfill the learning goal, how am I going to do it (what strategies are more suitable to accomplish this?)? how many time am I going to invest in this? What materials am I going to use?

      ✓ *Evaluating your learning;* After a period of time the learner can monitor their learning process to see if the learning goals are being accomplished and if the strategies use and the plan set is working out or not.

   b) **Affective strategies:** These are related with the learners' feelings and how they encourage themselves throughout the learning process. These includes:

✓ *Lowering one's anxiety;* To be able to identify when one's anxiety level and what is causing it in order to find a way to relax so that the task can be accomplished, students can make use of relaxation music, taking a deep breath or other relaxation techniques.

✓ *Encouraging oneself;* By rewarding oneself when a determine learning goal is being accomplished.

✓ *Taking one's emotional temperature;* By talking about one's feelings with others, or writing a learning diary where the student can write not only their progress but also what make them feel afraid or happy about the target language.

c) **Social strategies:** These involve those strategies that help the student to learn with others to facilitated their own learning process and understanding not only of the target language but also about the target culture. These include:

✓ *Asking Questions;* to clarify information, to get corrections from proficient students.

✓ *Cooperating with others;* Working with others to achieve a learning goal, to provided and receive help from others.

✓ *Empathizing with others;* Developing an understanding of the target culture, as well as to be aware of the others' feelings and thoughts.

2.2.3 Multiple intelligences theory and the English Language teaching.

Another important aspect of this study is the Multiple Intelligences Theory, brought in the 1980s, when Howard Gardner proposed the idea that each person has different aptitudes and abilities in several subjects, and by consequence every person has different intelligences that are used in different ways and presented in different levels in each individual. For Dr. Gardner intelligence is the capacity used to solve problems and create new products, in other words, it is a skill that can be enhanced or developed with practice, and it is important to mention that even though he categorized and define each of the intelligences independently he also points out that they cannot stand by themselves as all of them work together in day to day life.

Theory of Multiple Intelligences presents an alternative way to teach other than the traditional classroom's designs, in order to address the variety of ways in which a person learns and understands different things.

2.2.4 Dr. Howard Gardner's eight intelligences.

I. **Linguistic-Verbal** an ability to analyze information and create products involving oral and written language such as speeches, books, and memos. Students with a high Linguistic-Verbal intelligence are able to use words well, both when writing and speaking. These individuals are typically very good at writing stories, memorizing information, and reading. Some of the main characteristics of these students are:

- Good at remembering written and spoken information
- Enjoys reading and writing
- Good at debating or giving persuasive speeches
- Able to explain things well
- Often uses humor when telling stories

II. **Logical-Mathematical** an ability to develop equations and proofs, make calculations, and solve abstract problems. Students with high Logical-Mathematical Intelligence are good at reasoning, recognizing patterns, and logically analyzing problems. These individuals tend to think conceptually about numbers, relationships, and patterns. Some of the main characteristics of these students are:

- Excellent problem-solving skills
- Enjoys thinking about abstract ideas
- Likes conducting scientific experiments
- Good at solving complex computations

III. **Spatial-Visual** an ability to recognize and manipulate large-scale and fine-grained spatial images. Students with High Spatial-Visual re good at visualizing things. These individuals are often good with directions as well as maps, charts, videos, and pictures. Some of the main characteristics of these students are:

- Enjoys reading and writing
- Good at putting puzzles together
- Good at interpreting pictures, graphs, and charts
- Enjoys drawing, painting, and the visual arts
- Recognizes patterns easily

IV. **Musical** an ability to produce, remember, and make meaning of different patterns of sound. Students with a high Musical Intelligence are good at thinking in patterns, rhythms, and sounds. They have a strong appreciation for music and are often good at musical composition and performance. Some of the main characteristics of these students are:

- Enjoys singing and playing musical instruments
- Recognizes musical patterns and tones easily
- Good at remembering songs and melodies
- Rich understanding of musical structure, rhythm, and notes

V. **Naturalist** an ability to identify and distinguish among different types of plants, animals, and weather formations that are found in the natural world. Students with a high Naturalistic Intelligence re more in tune with nature and are often interested in nurturing, exploring the environment, and learning about other species. These individuals are said to be highly aware of even subtle changes to their environments. Some of the main characteristics of these students are:

- Interested in subjects such as botany, biology, and zoology
- Good at categorizing and cataloging information easily
- May enjoy camping, gardening, hiking, and exploring the outdoors
- Doesn't enjoy learning unfamiliar topics that have no connection to nature

VI. Bodily-Kinesthetic an ability to use one's own body to create products or solve problems. Students with a high Body-Kinesthetic Intelligence are said to be good at body movement, performing actions, and physical control. People who are strong in this area tend to have excellent hand-eye coordination and dexterity. Some of the main characteristics of these students are:

- Good at dancing and sports
- Enjoys creating things with his or her hands
- Excellent physical coordination
- Tends to remember by doing, rather than hearing or seeing

VII. Interpersonal an ability to recognize and understand other people's moods, desires, motivations, and intentions. Students with a high Interpersonal Intelligence are good at understanding and interacting with other people. These individuals are skilled at assessing the emotions, motivations, desires, and intentions of those around them. Some of the main characteristics of these students are:

- Good at communicating verbally
- Skilled at nonverbal communication
- Sees situations from different perspectives
- Creates positive relationships with others
- Good at resolving conflict in groups

VIII. **Intrapersonal** an ability to recognize and understand his or her own moods, desires, motivations, and intentions. Students with a high Intrapersonal Intelligence are good at being aware of their own emotional states, feelings, and motivations. They tend to enjoy self-reflection and analysis, including daydreaming, exploring relationships with others, and assessing their personal strengths. Some of the main characteristics of these students are:

- Good at analyzing his or her strengths and weaknesses
- Enjoys analyzing theories and ideas
- Excellent self-awareness
- Clearly understands the basis for his or her own motivations and Feelings.

This new view on intelligence differs from the traditional view that usually recognizes only two intelligences, the linguistic and logical-mathematical. Gardner made a significant contribution to cognitive science with the Multiple Intelligences Theory, which builds a learner-based philosophy. With the help of this theory, people can comprehend better how individual differences can be understood, approached and improved in a teaching and learning environment.

Exploring learning style and the specific dominant multiple intelligences of the learners, can help them to identify their strengths and weaknesses and learn from them. It is also very important for teachers to understand their learners' learning styles and multiple intelligences since they can carefully identify their goals and design activities that can teach to the different intelligences, and design student-centered activities.

2.2.5 English language learning in El Salvador.

Previously, emphasis was placed on the individual factors that are involved in the students' English language learning, but it is also important for this research to detail the external factors that affect or benefit students' performance in the language. In this case, the educational system and the particularities of each school or institution.

Currently, in El Salvador, the education system includes the English language subject from the seventh grade to the second or third year of high school; This means that English is an obligatory subject in public schools for five years; with three hours-class per week. The school year, according to the Ministry of Education, has 40 weeks. This makes a total of 120 class hours in the forty weeks of the school year and a total of 600 class hours from the seventh to the eleventh grade. This is very similar to the study program of many private schools in El Salvador, however, in the private area the English teaching is promoted from the initial education, being the case of the Technical Institute of Exalumnos Salecianos (ITEXSAL), a school that teaches the English language from pre-school to high school. Nevertheless, this does not seem to be enough for a great majority of students of this institution who graduate from 9th grade without having acquired a good English level.

A study conducted by the Association of Private Schools (ACPES), among 182 institutions of that sector distributed in ten departments of the country, shows the need to make more than an effort at the moment of teaching the language, so that their graduates leave school with a good level on the language; meaning better opportunities and professional development for them.

As stated in this the research, which took place between December 2014 and January 2015, 75% of private schools that were surveyed make efforts to teach English from pre-scholar, but when their students graduate they cannot speak or write it very well. Javier Hernández, president of the ACPES, explained that the level of knowledge of school graduates is at levels A1 and A2, which are the lowest in the scale of the Common European Framework of Reference for Languages (CEFR, for its acronym in English).

Another studies like The EF English Proficiency Index (EF EPI-s) shows that El Salvador occupies the position number 61 within the index of English level with 45.52% obtaining a very low level of knowledge of the language among the other countries.

According to the Ministry of Education, the country has five thousand public institutions that teach basic subjects such as language, mathematics, science and social studies. It has also established as a requirement that the English language should be taught from elementary to middle school, that is, from seventh grade to second or third year of high school. However, this requirement is not met by all institutions, and the Ministry of Education does not have an exact data on how many schools teach the language. The specialists in English and spokesmen of the Ministry of Education, Samuel Vásquez and Herbert Aparicio, explain that it is expected that by the end of secondary education students will achieve a level of English competency equivalent to CEFR (Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) B1 – B2. Something that it is not achieved by a great majority of students from ITEXSAL, who keep failing on the subject. For the researchers this study represents a great opportunity to discover and describe how the MI and LLs influence on the English Language Learning process and performance of the students of ITEXSAL.

2.2.6 Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).

Different learners have different language abilities. However, opinions about a person's level of English might be subjective. For instance, people may consider certain person's English level as excellent and/or advanced while some others might consider that he/she still needs a lot of practice in order to improve it.

Viewpoints can differ and some are biased depending on the way they choose to assess language. That is why a clear and objective way is needed to describe or to measure the level of English a person has, and in this way everybody can agree on it.

The Common European Framework of Reference for Languages: Learning, teaching, assessment was created by the European Council to provide "a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, and such, across Europe (European Council, 2001, p. 1)". The use of the CEFR is a valuable tool for the creation of language teaching materials, such as curriculum planning or textbooks, since it is a general guide useful for language professionals such as teachers and administrators not only for the instruction of the language but also to measure the learners' language progress so that they can be placed or assigned into one of the language levels established, for it offers 'illustrative descriptors' presented as a series of scales with "Can Do" statements from levels A1 to C2. These scales can be used as a tool for comparing levels of ability among foreign languages learners, and also offer 'a means to map the progress' of learners (European Council, 2011, xii) (Using the CEFR: Principles of good practice, 2011).

The Common European Framework of Reference separates the language into six reference levels. Those levels go from A1, which is a basic level, up to C2 which is for people who have mastered the language completely. CEFR describes the skills the learner should obtain in each of the four macro skills: reading, writing, listening and speaking to be consider s/he has reached one of the levels, and it describes the level of language ability the learner has reached from beginner to proficient. These six levels are described as follows:

LEVELS	DESCRIPTION
C2 Mastery	The capacity to deal with material which is academic or cognitively demanding, and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker. Example: CAN scan texts for relevant information, and grasp main topic of text, reading almost as quickly as a native speaker.
C1 Effective Operational Proficiency	The ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics. Example: CAN deal with hostile questioning confidently. CAN get and hold onto his/her turn to speak.
B2 Vantage	The capacity to achieve most goals and express oneself on a range of topics. Example: CAN show visitors around and give a detailed description of a place.
B1 Threshold	The ability to express oneself in a limited way in familiar situations and to deal in a general way with non-routine information. Example: CAN ask to open an account at a bank, provided that the procedure is straightforward.
A2 Way stage	An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts. Example: CAN take part in a routine conversation on simple predictable topics.
A1 Breakthrough	A basic ability to communicate and exchange information in a simple way. Example: CAN ask simple questions about a menu and understand simple answers.

3. METHODOLOGHY

3.1 Research Method

This chapter describes the methodology used for the development of the research. In the next paragraphs, aspects such as the type of research, population, characteristics of the population sample, instruments used in the research, methodologies and procedures applied in the present investigation will be described.

The researchers resolved that this study is a combination of both qualitative and quantitative research. Since one of its goals is to describe the relationship between the Multiple Intelligences and the Language Learning Strategies, as well as the influence these two have on the English Language performance of the students from 7th, 8th and 9th grades from Instituto Técnico de Exalumnos Salecianos (ITEXSAL) Located in San Salvador city, during the last academic trimester of the year 2018. Objective that will be achieved using different quantitative instruments (questionnaires, tests) to collect the data necessary to describe the problem.

This research also has an inductive approach since the inductive approach does not involve formulation of hypotheses. It starts with research questions and objectives that need to be achieved during the research process (Saunders, 2012) as it is stated, the researchers will answer the research questions and achieve the objectives with the results of the data analysis coming from the instrument and the techniques that will be use to carry out the research project.

3.2. Type of Study

The design used for this research is a non-experimental and descriptive design. It is not experimental because neither a pretest nor a posttest will be carried out. On the contrary, this research will allow researchers to describe the results and data collected; after passing a series of questionnaires to a specific sample. In this way, the researchers will be able to describe the relationship between IM and LLS and how they influence the learning and academic performance of students.

3.3 Population and Sample

The population of this study are the 290 students from 7th, 8th and 9th grades of the Instituto Técnico de Exalumnos Salecianos (ITEXSAL) of which, the researchers have selected a total sample of 64 students. This sample will be composed of 24 males and 24 female students from 7th, 8th and 9th grades from ITEXSAL. They range in age from 13 to 16, and have similar linguistic, academic, and cultural backgrounds, although some differences in their proficiency language levels have been observed.

3.2 Sampling Technique

This sample was established using the judgmental sampling technique which is a non-probability sampling technique where the researcher selects units to be sampled based on their knowledge and professional judgment. This type of sampling technique is also known as purposive sampling and authoritative sampling.

Purposive sampling is used in cases where the specialty of an authority can select a more representative sample that can bring more accurate results than by using other probability sampling techniques. The process involves nothing but purposely handpicking individuals from the population based on the authority's or the researcher's knowledge and judgment who try to get a representative sample that fulfil some characteristics and selection criteria previously established by them. (For the case of this research that criteria would be: the predominant Multiple intelligences).

- *Selection Criteria:*
  - Students must complete the Multiple Intelligences test in order to get the estimate of how many students belong to each intelligence group.
  - Students will be selected according to the test results (MI test), since the researchers are looking for individuals that possess the characteristics preciously establish for this research.
  - Students must complete the SILL test in order to determine the Learning Strategies they preferred and used the most to achieve their learning goals.

3.3 Data collection Instruments

For the purpose of this study, the researchers will use 3 different questionnaires that will be applied to the sample composed of the students from 7th, 8th and 9th grade of ITEXSAL.

✓ SILL (Strategy Inventory for Language Learning)

The American psychologist Rebecca Oxford create one of the most popular instruments for measuring learning strategies, the very well-known SILL (Strategy Inventory for Language Learning), which was validated in numerous languages and cultures around the world. The questionnaire on language learning strategies contains 6 parts or sections representing each one of the LLS categories and a total of 50 items corresponding with these specific strategies, where an assessment scale of 1 to 5 will be used (1- Never or almost never true of me, 5- Always or almost always true of me). This questionnaire will be also used to collect respondents' demographic data (gender, age, and grade).

✓ **Multiple intelligences test. McKenzie (1999).**

This questionnaire has been used around the world, to measure the 8 different Multiple intelligences that are mentioned in the previous section. According to Gardner (1983) there are 8 types of intelligences, but this test includes9 different parts representing each a specific intelligence (as McKenzie includes the "existential intelligence", but researchers will work with the 8 stablished by Dr. Gardner), with 10 items or questions each. All of them pointing to a specific type of intelligence. In order to answer the test, the students will write a 1 next to the statement if he/she feels identify with what it says and leave the space in blank of it does not describe them at all.

✓ **Straight forward English Diagnostic Test.**

The Straight forward test is used to diagnose students' English Level, according to the CEFR. It has 50 questions and each of them worth one point. The first 40 are grammar questions and the final 10 are vocabulary questions. Researchers will determine the student's level, using the conversion chart below. In which it is established the level according to the questions that the students are able to answer correctly. The test will long 30–40 minutes and the researchers will ask the student to start at the beginning of the written test and stop when the questions become too difficult for them.

Total score	Level
0 - 15	Beginner
16 – 24	Elementary
25 - 32	Pre-intermediate
33 – 39	Intermediate
40 – 45	Upper Intermediate
46 – 50	Advanced

3.4 Procedure

To evaluate the different variables related to this research, 3 different questionnaires were presented to the sample. The first test was applied to the population selected for this research while the other two were only applied to the students selected to be the sample of the investigation. These questionnaires were carried out collectively in the students' classroom.

First at all, the researchers asked for permission to carry out the tests, during the month of October. Subsequently, the students were told the content and purpose of each of the tests, and how they should be completed.

The first test was the Multiple Intelligences Test, which was presented to the population sample during the first week. For this, a questionnaire (The Multiple intelligences test) was distributed to each student belonging to 7th, 8th and 9th grades. Each of the items were read aloud to make sure there was no doubt on how to complete it and to assure that it had been understood correctly. The duration of this test was estimated to be 45 min per grade.

After collecting the data from the first test, the researchers selected the students that would be part of the sample, taking into account the selection criteria previously established. 8 students conforming the representative group for each of the 8 types of intelligences which were selected in order to get a representative sample of the population. Getting a total sample of 64 students.

During the second week, the second test (The Strategy Inventory for Language Learning) was applied to the students who were selected. For this test the same steps were followed, giving the students the general instructions to assure the students would answer the test correctly. The duration of this test was also estimated to be 45 min.

Finally, the English diagnostic test was carried out with the sample. This test was necessary to relate the student's English performance and their MI and LLS selections.

3.5 Data Analysis

The data analysis was carried out in three stages; the first one was performed in order to select the research sample, after the students completed the MI test, researchers graded the test making use of the established score method, in order to select the 8 students belonging to each of the 8 representative groups of intelligences.

In order to do this, researchers used the MI inventory, that as previously stated consisted in 9 sections (representing each one of the MI) each one containing 10 items, as it is a standardized test, that also contains its own evaluation format, that helps the researchers to score the answers provided by the respondents, for this test students were asked to mark 1, if the statement describes them, and leave the space in blank, if it does not apply to them, to get to the result the researchers made the addition of the total of "1" marked by the students and multiply it by 10 in order to get the percentage the student has in each of the 8 MI.

The second stage was the analysis of the SILL test and the English diagnostic test that will be passed only to the 64 students sample, that were selected with the help of the results of the MI Inventory test. For the specific case of the SILL test the respondents were given a separated worksheet or answer sheet, this with the purpose of facilitated the scoring process of the test, in this answer sheet students had to mark with an X the space provided for each of the items of each one of the 6 sections (each section representing one category of LLS) of the test (that is to say 1,2,3,4, or 5 depending the case).

To assign the correct score researchers will add the points of each one of the items on the section and divide them by the total number of the items of that specific section in order to get the percentage corresponding to that specific LLS category, and finally the researchers added up the total of all of the items and divide them by 50 (which it the total number of items containing the test) to get the percentage of frequency of used of the LLS the respondent has. In the case of the Straight forward English Diagnostic Test. The researchers determined the student's English level using the conversion chart below; in which it is established the level according to the questions that the students are able to answer correctly:

Total score	Level
0 - 15	Beginner
16 – 24	Elementary
25 - 32	Pre-intermediate
33 – 39	Intermediate
40 – 45	Upper Intermediate
46 – 50	Advanced

Once the researchers had all the information they need, the final analysis process starts, in this stage researchers hope to discover firstly the dominant multiple intelligences of the sample, the LLS selection and frequency of use. Secondly they want to find out their influence on the sample performance in the English language learning and finally if their predominant MI influence or not the sample LLS selection.

It is necessary to point out that researchers are aware that the Straight forward English Diagnostic Test does not includes all the four macro skills of the language (such as writing, listening and speaking skills) and only focuses on grammar and vocabulary to give to the respondents their English level, so in order to have a complete vision of the students' performance and a more accurate result researchers asked for the official grades of the students at school, grades taken from speaking, reading, listening and writing activities done along the school year. The main reason of doing this was that in order to get an appropriated result of this macro skills researchers would need to be certificate.

4. RESULTS

4.1 Descriptive statistics

To describe the basic features of the sample the researchers used descriptive statistics in order to gather the data needed to discover the relationship between these 3 factors:

- ✓ *The Students Multiple Intelligences*
- ✓ *The Learning Strategies used by the students and its frequency of use.*
- ✓ *And the students' performance on the English subject.*

The following chapter is dedicated to describe the tools used to collect the data required for the purpose of this study. Readers are to find the result obtained by the research team for each one of the tests presented to the sample.

- **Multiple Intelligences Test**

As mentioned before, the Multiple Intelligences test was the tool that allowed the research team to select the sample that was going to be used to answer the research questions. The total of students that underwent the test were the 182 that conformed the population of this study, that is to say that the 7th, 8th and 9th graders of the Instituto Técnico de Exalumnos Salecianos, year 2018, from this group the research team obtained the following results:

MULTIPLE INTELLIGENCES (Predominance)					
Section	**Intelligence**	**1st opt.**	**2nd opt.**	**3rd opt.**	**Total of students**
1	NATURALISTIC	31	45	26	102
2	MUSICAL	33	36	23	92
3	LOGICAL-MATHEMATICAL	11	14	21	46
4	EXISTENCIAL	23	25	30	78
5	INTERPERSONAL	11	19	16	46
6	KINESTHETIC	39	17	21	77
7	VERBAL	4	5	12	21
8	INTRAPERSONAL	24	16	26	66
9	SPATIAL-VISUAL	6	5	7	18
	Total	**182**	**182**	**182**	

Table 1

This table illustrates the results of the 182 students that underwent the test and it indicates the three intelligences that shows more predominance among the population sample. As previously stated by Dr. Gardner, a person can have more than just one predominant intelligence as they are not independent from each other, for this reason researchers considered the three intelligences that obtained the highest percentage in every tests.
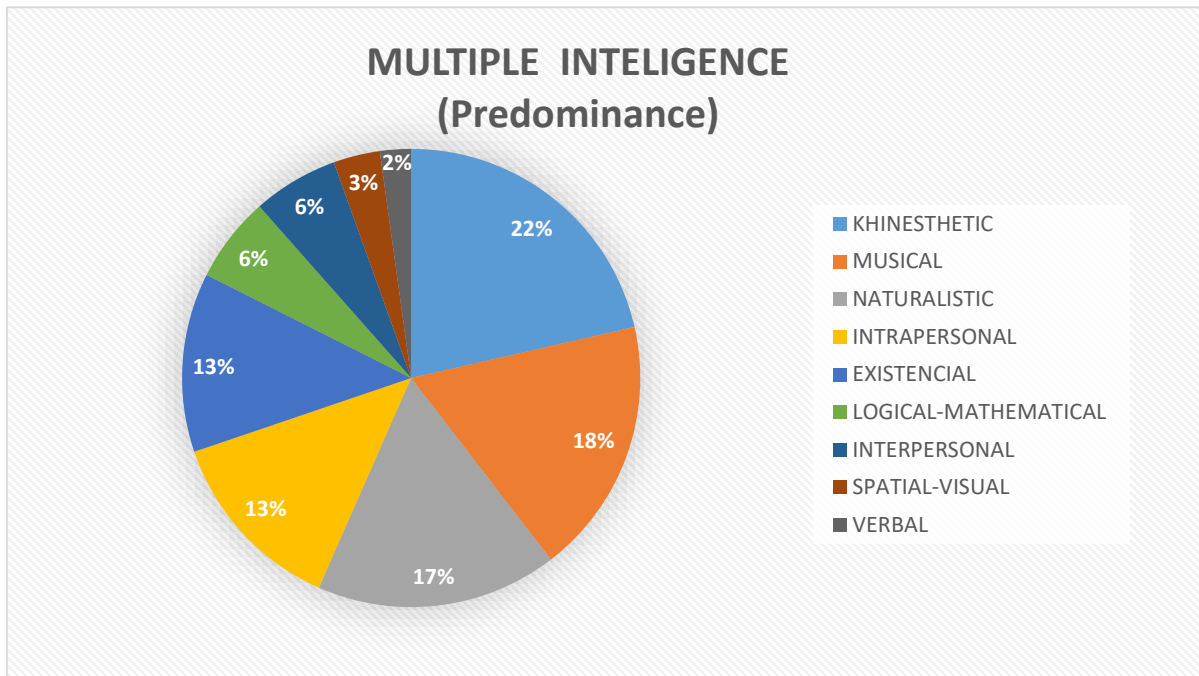
Chart 1

The previous graphic helps to have a better visualization of the data collected. These results show a clear predominance of three intelligences: Kinesthetic 22%, Musical 18% and Naturalistic 17%.

These results allowed the research team to select the sample of the investigation which consists of 64 students. The researchers grouped the students in subgroups of 8 students, these subgroups represent each one of the 8 intelligences that are the subject of study of this paper. In order to protect the identity of the students conforming the sample, students were given a code that will serve to identify them along the analysis process; being such codes an alphabetical letter from A to H plus a number from 1 to 8 representing each one of the students conforming the group of intelligences; with that in mind the letters representing each group of intelligences

will be as follows: A for The Naturalistic Intelligence, B for The Musical Intelligence, C for The Logical-Mathematical Intelligence, D for The interpersonal Intelligence, E for The Kinesthetic Intelligence, F for The Verbal Intelligence, G for The Intrapersonal Intelligence and H for The Spatial-Visual Intelligence. Therefore, the sample, researchers are to work with, is the following:

A. Naturalistic	B. Musical	C. Logical-Mathematical	D. Interpersonal
A1	B1	C1	D1
A2	B2	C2	D2
A3	B3	C3	D3
A4	B4	C4	D4
A5	B5	C5	D5
A6	B6	C6	D6
A7	B7	C7	D7
A8	B8	C8	D8
E. Kinesthetic	**F. Verbal**	**G. Intrapersonal**	**H. Spatial-Visual**
E1	F1	G1	H1
E2	F2	G2	H2
E3	F3	G3	H3
E4	F4	G4	H4
E5	F5	G5	H5
E6	F6	G6	H6
E7	F7	G7	H7
E8	F8	G8	H8

Table 2

It is necessary to mention that, even though the Multiple Intelligences Inventory test includes the Existential Intelligence, this one is not included as subject of research in this paper, therefore, it will not be considered for further study in this section. For this reason, the research sample consist of 64 students distributed in 8 groups, as mentioned in the previous chapter, representing every one of the 8 Multiple Intelligences.

- **SILL Strategies Frequency of use.**

During the second stage of the analysis process researches worked to discover the frequency of usage of the LS among the sample. The researcher team discovered that the Social, the Cognitive and the Metacognitive strategies had the highest percentages of use among the students, followed by the Affective, the Memory and the Compensation strategies. Nevertheless, there is not a significant difference since between one another as the final scores for this test showed that most of students use the 6 strategies very frequently.

	Type of strategy	Low		Medium	High		Total
		1.0 to 1.4	1.5 to 2.4	2.5 - 3.4	3.5 - 4.4	4.5 - 5.0	
A	Memory Strategies	1	5	32	24	0	62
B	Cognitive Strategies	1	7	24	28	2	62
C	Compensation Strategies	2	9	25	22	4	62
D	Metacognitive Strategies	3	5	14	32	8	62
E	Affective Strategies	2	10	25	24	1	62
F	Social Strategies	4	1	10	34	13	62

Table 3.

The data displayed in the previous table show the results gathered by the researchers concerning the SILL test passed to the sample of the study. Each part of the SILL test represents a group of learning strategies. The averages for each part of the SILL show which groups of strategies the students use the most for learning English. The answer sheets provided by this test helped researchers to determine the average frequency of use of each type of strategy; in the table above the average goes from 1.0 to 5.0 to show the frequency of use, being the score from 1.0 to 2.4 equal to *"Generally not used or Never or almost never used"* (Low), from 2.5 to 3.4 equal to *"Usually used or Sometimes used"* (Medium) and the scores from 4.5 to 5.0 equal to *"Always or almost always used by students"* (High). The students supposed to undergo this test were the 64 conforming the Sample of the study, nevertheless, 2 students did not show up the day the test was presented and so the results show only the data collected from the 62 students that took the test.

Departing from this information researches can observe if there is or not a relationship between the predominant MI of the sample and their selection and frequency of use of the LS. From this point on the research team will start to relate the results obtained by the students that form each one of the subgroups representing the MI. It the Annexes section readers can find a table where researchers have gather all the information obtained by the MI inventory and SILL tests.

The Naturalistic Intelligence and the Learning Strategies.

Chart 2

From the eight students that conform the group representing the Naturalistic intelligence researchers found out that the 50% of them (meaning 4 out of 8 students) selected the Social Learning Strategies. The remaining 50 % was inclined towards 3 other types of strategies, the 12.5% selected Affective strategies, the 12.5% of them selected the Memory strategies, the 12.5% chose the Metacognitive strategies and the remaining 12.5% did not select any of the Learning Strategies presented on the SILL test. According to this data it can be said that it exists a possible relationship among the naturalistic intelligence and the social strategies.

II.   *The Musical Intelligence and the Learning Strategies.*

Chart 3

Regarding the sample group representing the Musical Intelligence, researchers found out that the type of strategy preferred by this group was the Affective strategies with the 40% of the students selecting this type of strategy; departing from these data researchers can expect a relationship among the Musical Intelligence and this type of learning strategy (Affective). Followed by the Social strategies (with the 20%), the Metacognitive strategies (with the 20%) and the Compensation strategies (also with the 20%).

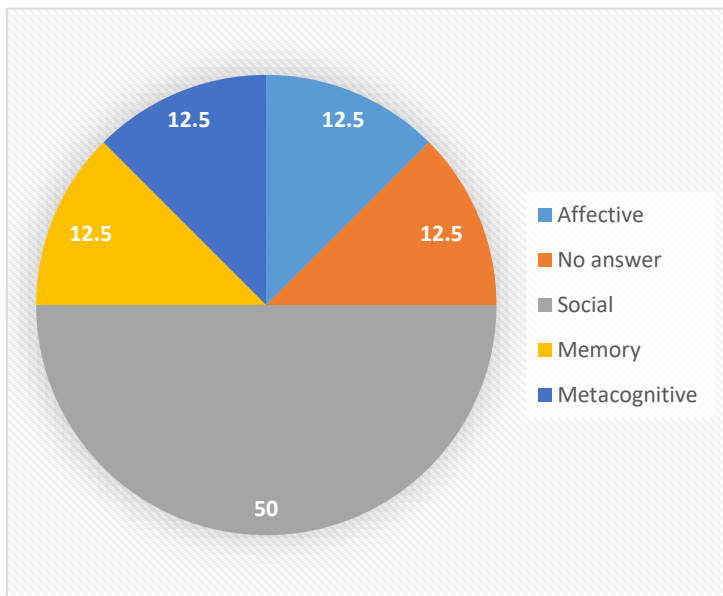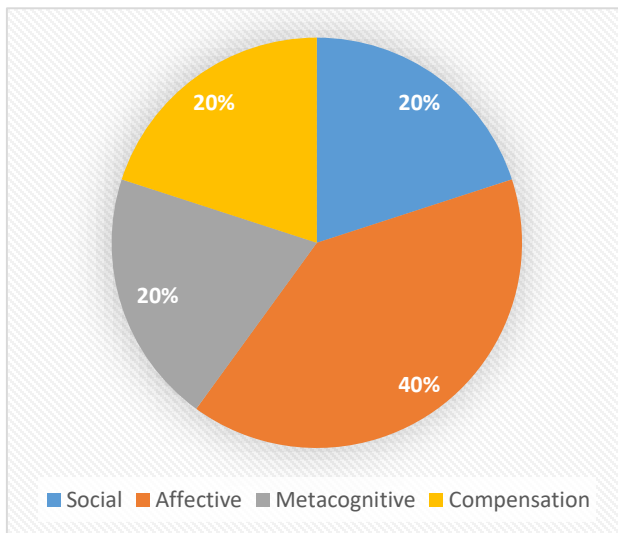## III.   *The Logical-Mathematical Intelligence and the Learning Strategies.*

From the eight students that conform the group representing the Logical Mathematical intelligence researchers found out that the 62% of them (meaning 5 out of 8 students) selected Cognitive Strategies. The remaining 37.5 % was inclined towards the Metacognitive strategies with the 12.5% of the students selecting this one, to the Memory strategies also with the 12.5% and the remaining 12.5% chose Social strategies from the 6 types presented on the SILL test. From these results it can be said that it may exist a

Chart 4

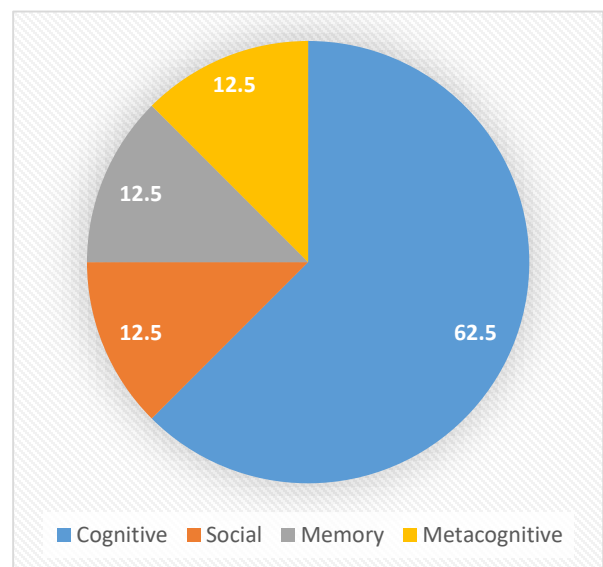relationship among the Logical Mathematical intelligence and the Cognitive strategies.

IV. *The Interpersonal Intelligence and the Learning Strategies.*
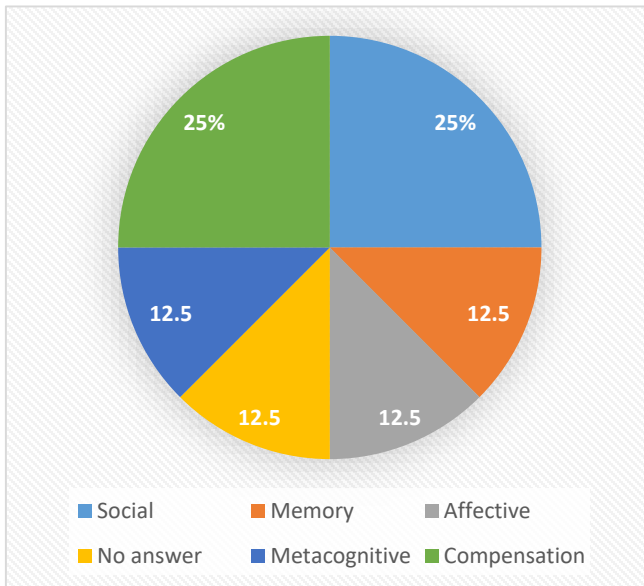
Chart 5

Regarding the sample group representing the Interpersonal Intelligence, researchers found out that the Compensation and the Social Strategies were the two preferred ones by this group, holding the 25% each of them (meaning 2 students each one, out of the 8 conforming the group). Followed for the Metacognitive strategies with the 12.5% of the students selecting this type of strategy. The other 12.5% selected the Affective strategies, followed by the Memory strategies with the 12.5% and the remaining 12.5% did not selected any of the strategies presented by the SILL test.

V. *The Kinesthetic Intelligence and the Learning Strategies.*

From the eight students that conform the group representing the Kinesthetic intelligence researchers found out that the 50% of the students (meaning 4 out of 8 students) selected the Social Strategies; which may point out to a possible relationship among the Kinesthetic Intelligence and the Social strategy. The remaining 50 % was inclined towards 3 other types of strategies, the 25% said to preferred the Compensation strategies, the

Chart 6

12.5% selected the Memory strategies and the remaining 12.5% chose the Cognitive strategies presented on the SILL test.

VI. *The Verbal Intelligence and the Learning Strategies.*

Regarding the sample group representing the Verbal Intelligence, researchers found out that the Social Strategies was the one preferred by the majority of this group, holding the 50% (meaning 4 out of 8 students). According to these results researchers may assume the existence of a relationship among the Verbal Intelligence and the Social Strategies. The other 50% chose among the Metacognitive, Affective and Compensation Strategies, being the Metacognitive strategies the one with the highest percentage (25% of the group) and the Social and compensation strategies with 12.5% each.
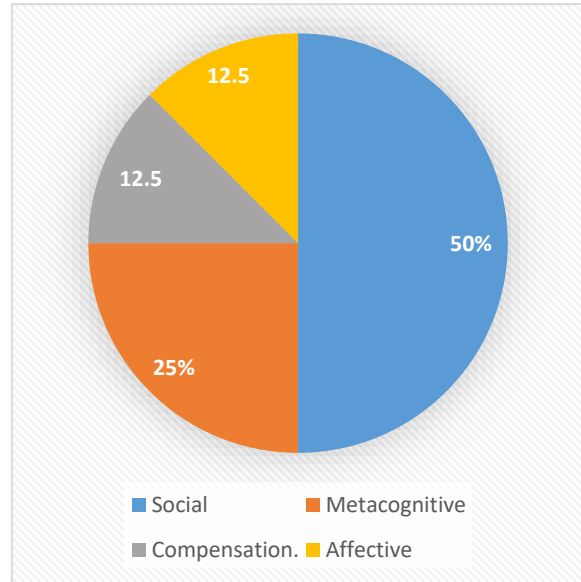
Chart 7

VII. *The Intrapersonal Intelligence and the Learning Strategies.*

From the eight students that conform the group representing the Intrapersonal intelligence researchers found out that the 37.5% of them selected the Social Strategies, making researchers believe that there is a highly possible relationship among the Interpersonal Intelligence and this strategy. The remaining 62.5% was inclined towards 4 of the other strategies, the 12.5% chose the Metacognitive strategies, 12.5% selected the Cognitive strategies and the remaining 25% chose the Compensation strategies presented on the SILL test.
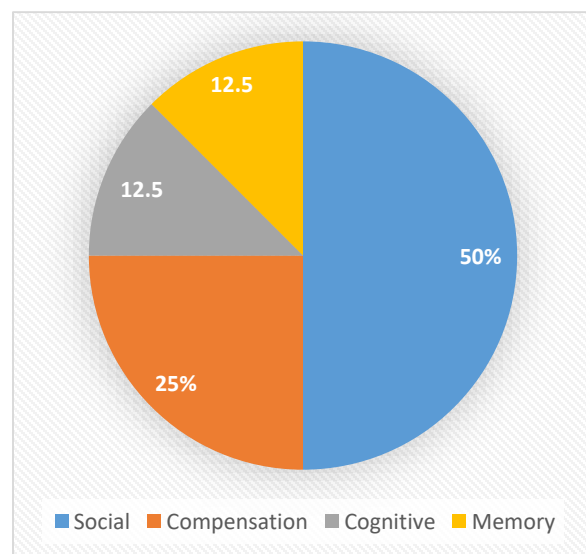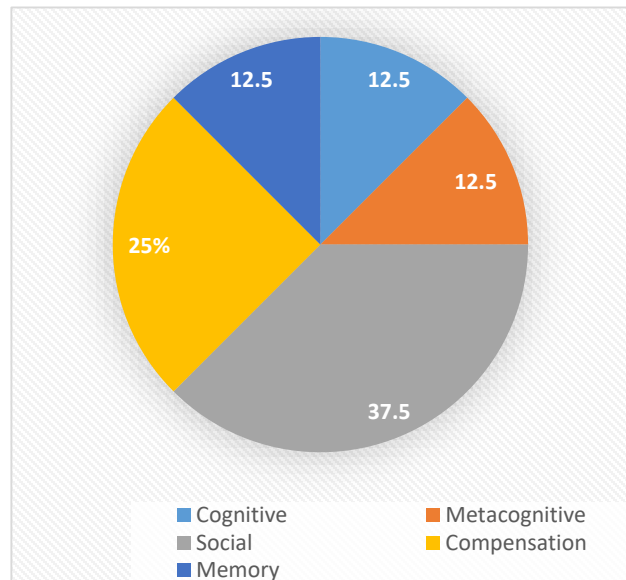
Chart 8

VIII.   *The Spatial-Visual Intelligence and the Learning Strategies.*

Regarding the sample group representing the Spatial-Visual Intelligence, researchers found out that the Metacognitive Strategy was the preferred one by the of this group, with the 37.5% of the total of the students, with this in mind researchers can assume that it may exist a relationship among this Intelligence and the Metacognitive Strategies. This one was followed by the Social strategies with the 12.5% of the students, the Memory strategies (with the 12.5%), the Cognitive strategies (with the 12.5%), the Compensation strategies and the Affective Strategies (also with the 12.5% each one).
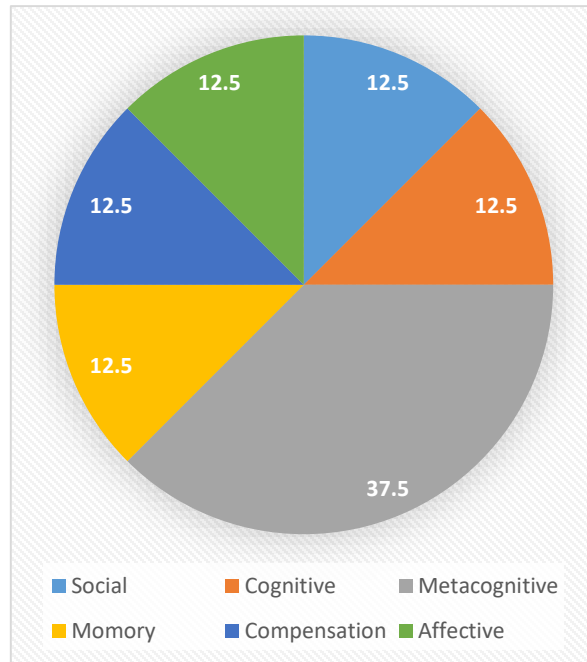
Chart 9

- **Placement Test**

In the last stage of the data gathering process the research team carried out a placement test to the sample in order to evaluate the performance of students in the language. The final scores of this test showed that 50% percent of the students are in a Beginner level according to the CEFR. Followed by a 29% of the students in the elementary level, 9% were placed in the Pre-intermediate level, 10% of them in the Intermediate and only the 2% of the total sample was placed in the Upper Intermediate level, as it is showed on the chart below:

PLACEMENT TEST

Legend: BEGINNER, ELEMENTARY, PREINTERMEDIATE, INTERMEDIATE, UPPER INTERMEDIATE
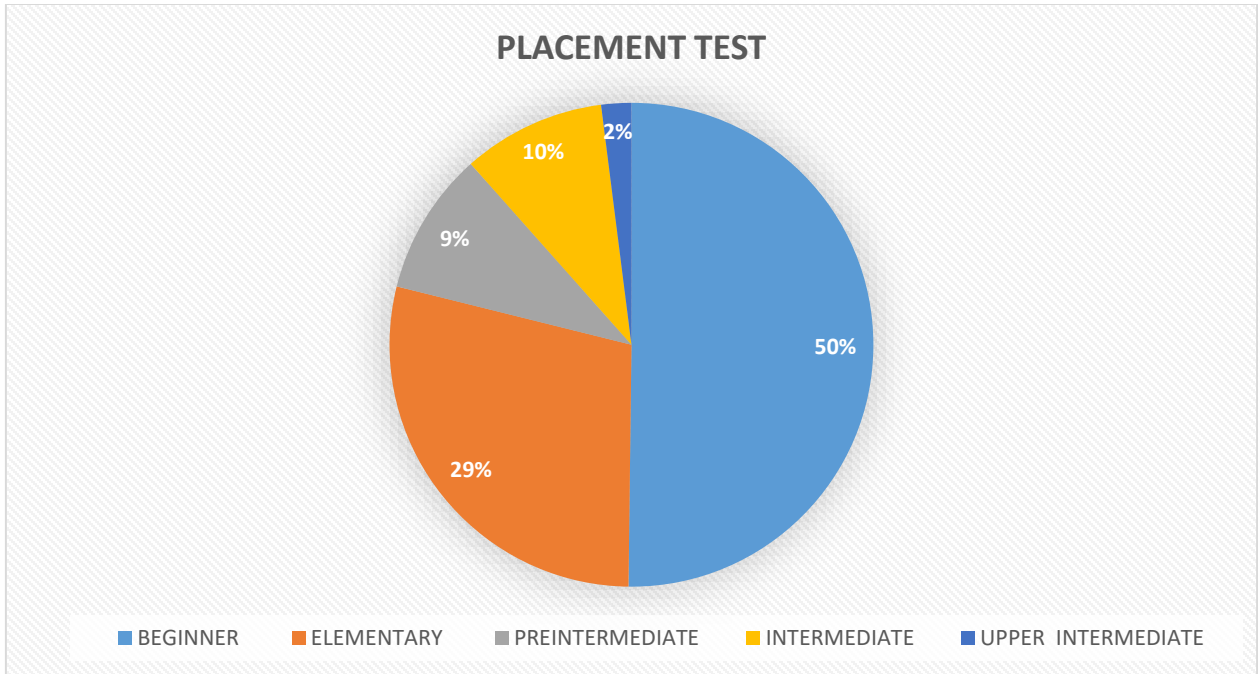
Chart 10

From this point on researchers are to show the results gathered from the Placement tests in order to show the relationship among the sample Multiple Intelligences and its English Level, to do so researchers presented the information collected from the test taken by the students conforming each one of the MI groups.

1. *Group of the Naturalistic Intelligence and their English Level.*

Legend: Beginner, Elementary, Intermediate, NA
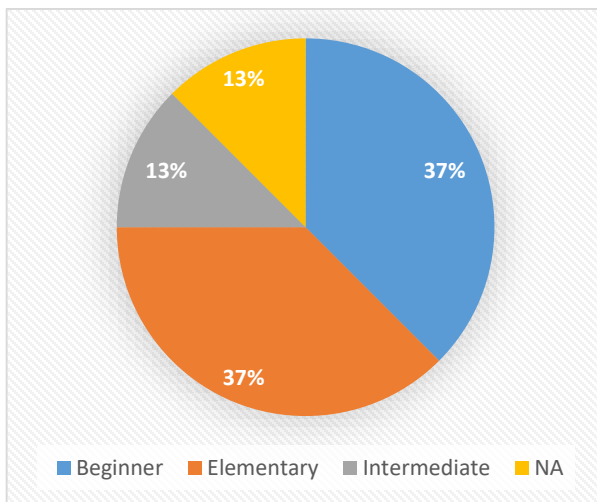
Chart 11

In the case of the Naturalistic Intelligence the results obtained from the sample in the English Placement test showed that the 37% of the students are in the Elementary level, 37% of them are in the Intermediate level, and the 13% are consider to be in the Beginner level, the remaining 13% did not underwent the Placement test.

Chart 12

In the case of the Musical Intelligence, the results obtained by the sample conforming this subgroup on the Placement test are as follows: the majority of them, meaning the 64% of the students, were placed in the Beginner level, the 25% was in the elementary level and the remaining 11% was in the Intermediate level.

3. *Group of the Logical-Mathematical Intelligence and their English Level.*
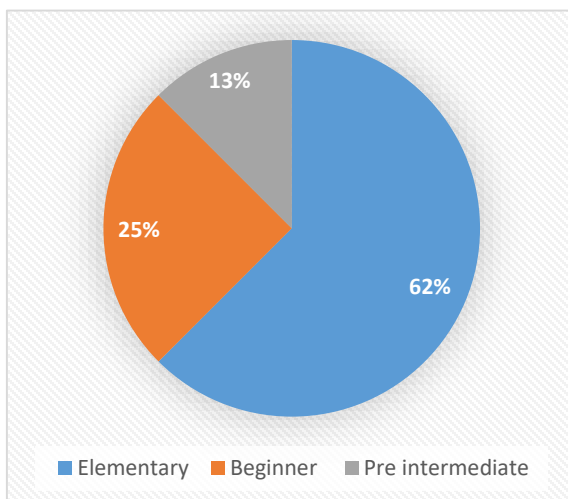
Regarding the Logical – Mathematical group, the results show that the 62% of the students were placed in the Elementary Level, followed by the Beginner with the 25% and the remaining 13% was in the Pre Intermediated level.

Chart 13

Group of the Interpersonal Intelligence and their English Level.
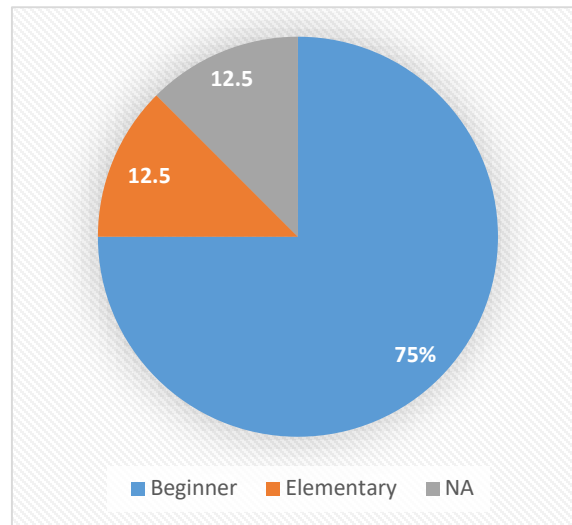
Chart 14

Concerning the group of the Interpersonal Intelligence the majority of the sample was placed in the Beginner level, with 75%, and the other 12.5% obtained an Elementary level on the Placement test. The remaining 12.5 % did not take the test.

5. *Group of the Kinesthetic Intelligence and their English Level.*
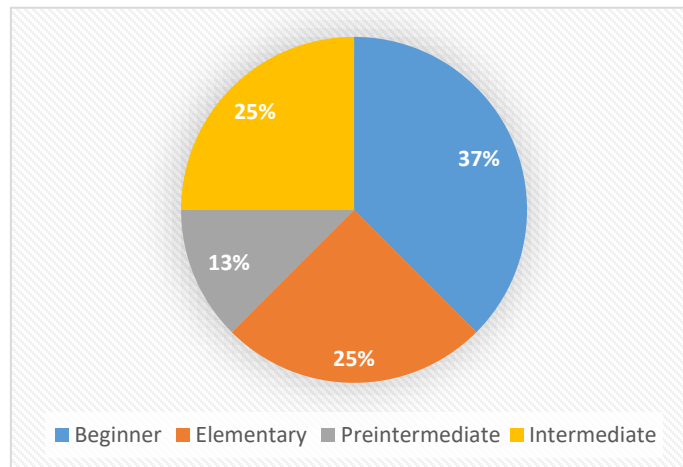
Chart 15

The majority, meaning the 37%, of the students conforming the subgroup of the Kinesthetic Intelligence was placed in the Beginner level according to the results obtained from the Placement test, followed by the Elementary and the Intermediate levels with the 25% each, and lastly the Pre Intermediate level holding the 13% of the total sample.

6. *Group of the Verbal Intelligence and their English Level.*
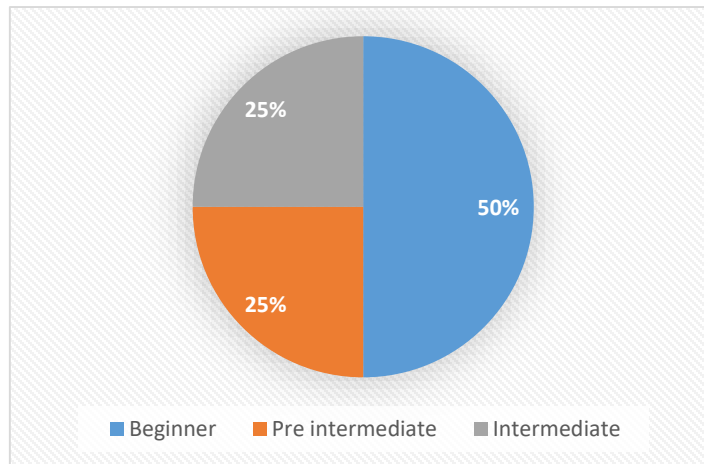
Chart 16

The 50% of the students conforming the subgroup of the Verbal Intelligence obtained a Beginner level according to the results of the Placement Test, the other 50% of the group sample was placed on the Intermediate and Pre Intermediate levels with the 25% each one.

7. *Group of the Intrapersonal Intelligence and their English Level.*
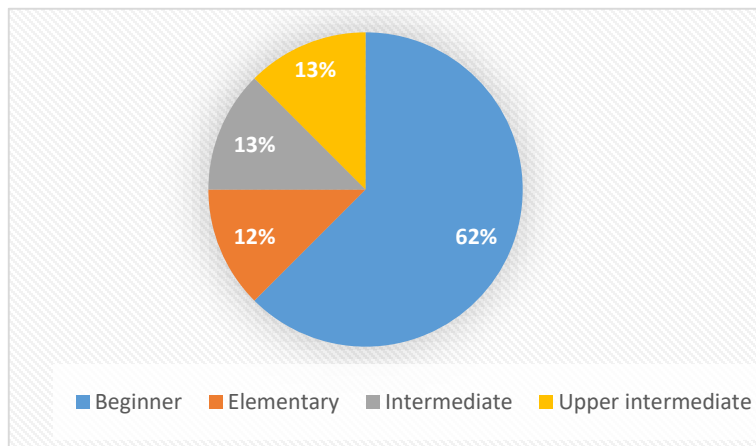
Chart 17

The 62% of the students confirming the sample for the Intrapersonal Intelligence showed a Beginner level in their English skills. The remaining students were placed on the Elementary, Intermediate and Upper Intermediate levels with the 12%, 13% and 13% each one.

8. Group of the Spatial-Visual Intelligence and their English Level.
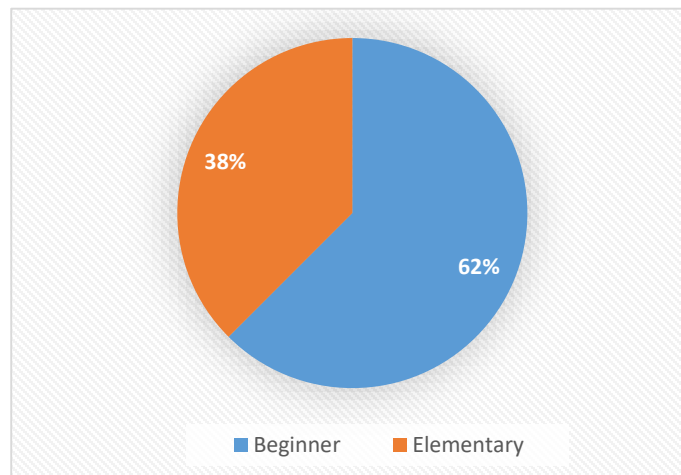
Chart 18

The Spatial-Visual intelligence group showed a predominance on the Beginner level in the English language, with the majority of the students meaning the 62% of the total conforming this group, and the remaining 38% obtained an Elementary level.

Due to the fact that the English placement test used to obtain the sample English level only evaluated the students' knowledge in grammar and vocabulary aspects, and in order to get a more accurate sight of the students' performance on the English language, researchers requested the institution's English teacher to facilitate the research team with the final grades of the school year 2018 for the students that are part of the sample, as those grades were obtained from the many activities the teacher did in class hours to evaluate the students' performance in the four macro skills of the language (Speaking, Listening, Writing and Reading), such results are going to be use to have a better and complete point of view regarding the students' performance on the English language and so answer the research questions. To see the students' official grades provided by the Institutions see Table 4 on the Annexes section. As well in the annexes can be found a table that shows all the data collected from the three tests the research team passed to the study sample, which is also divided by the subgroups corresponding each of the eight intelligences that are subject of this study. This table along with the one showing the official grades of the

students provided by the teacher helped to complement the information used to determine the students' performance in the English language.

GRUPO A			GRUPO B			GRUPO C			GRUPO D		
student	test score	teacher's grade	student	test score	teacher's grade	student	test score	teacher's grade	student	test score	teacher's grade
A1	elemenary	7.7-good	B1	beginner	5.7-acceptable	C1	elementary	7-good	D1	beginner	7-good
A2	--------------	----------------	B2	beginner	6-acceptable	C2	elementary	8-verygood	D2	beginner	7.25-good
A3	beginner	5-fail	B3	intermediate	4.5-fail	C3	elementary	8.5-verygood	D3	beginner	9-exellent
A4	beginner	7-good	B4	elementary	7-good	C4	elementary	7-good	D4	------------	----------------
A5	elemenary	6.5-acceptable	B5	beginner	5-fail	C5	elementary	7-good	D5	beginner	4.5-fail
A6	elemenary	7.7-good	B6	elementary	7.5-good	C6	beginner	8.5-verygood	D6	beginner	3.75-fail
A7	Intermediate	8.5-verygood	B7	elementary	8.25-verygood	C7	beginner	7.2-good	D7	elementary	6.5-acceptable
A8	beginner	6-acceptable	B8	beginner	7.25-good	C8	pre intermediate	8.5-verygood	D8	beginner	5.5-acceptable
GRUPO E			GRUPO F			GRUPO G			GRUPO H		
student	test score	teacher's grade	student	test score	teacher's grade	student	test score	teacher's grade	student	test score	teacher's grade
E1	intermediate	9.25-excellent	F1	preintermediate	7.7-good	G1	beginner	5.2-fail	H1	beginner	6-acceptable
E2	Intermediate	8.7-verygood	F2	beginner	6.7-acceptable	G2	intermediate	8.25-verygood	H2	beginner	6.5-acceptable
E3	beginner	2.5-fail	F3	preintermediate	8-verygood	G3	uperintermediate	9.5-excellent	H3	beginner	5.75-acceptable
E4	elemenary	9-excellent	F4	beginner	5-fail	G4	beginner	5.5-acceptable	H4	beginner	4.5-fail
E5	elemenary	6.7-acceptable	F5	intermediate	9-excellent	G5	beginner	6.5-acceptable	H5	elementary	6.25-acceptable
E6	beginner	4.5-fail	F6	beginner	6.5-acceptable	G6	beginner	4-fail	H6	elementary	7.7-good
E7	preintermediate	7.7-good	F7	intermediate	8.7-verygood	G7	elementary	5.2-fail	H7	elementary	8.25-verygood
E8	beginner	5.2-fail	F8	beginner	4-fail	G8	beginner	6.5-acceptable	H8	beginner	4.5-fail

Table 4

The previous table shows the level obtained by the sample in the test that was presented plus the official grades provided by the institution. This helps to have a better visualization of the students' performance on their English learning process. For most of the students their official results and their tests results place them, if not in the exact same, in the similar level on their English language knowledge. It is interesting to point out that, contrary to the initial thoughts researchers had at the beginning of this research, the group representing the Logical-Mathematical Intelligence showed to have pretty good results with none of the students conforming the sample failing the subject, while the group representing the Visual Intelligence had the majority of the its students in going between Basic to Elementary levels.

4.2 Analysis of results by Research Questions.

Research question 1: *How does the students' multiple intelligences and learning strategies selection influence the English language learning performance of the 7th, 8th and 9th graders at ITEXSAL?*

To give a proper answer to this question the research team supported themselves on the following table that displays the totality of the results gathered with the help of the instruments designed for this study. This table helps to have a clear visualization of the relationship among the three factors that are object of this study: The Students' Multiple Intelligences, The Learning Strategies used by the students and its frequency of use and the students' performance on the English subject.

A (MI)	SILL	E.L	B (MI)	SILL	E.L	C (MI)	SILL	E.L	D (MI)	SILL	E.L
A1	Affective	E	B1	Social	B	C1	Cognitive	E	D1	Social	B
A2	———	–	B2	Affective	B	C2	Social	E	D2	Memory	B
A3	Social	B	B3	Metacognitive	I	C3	Memory	E	D3	Affective	B
A4	Memory	B	B4	Social	E	C4	Cognitive	E	D4	———	—
A5	Social	E	B5	Social	B	C5	Cognitive	E	D5	Social	B
A6	Metacognitive	E	B6	Social	E	C6	Cognitive	B	D6	Metacognitive	B
A7	Social	I	B7	Metacognitive	E	C7	Metacognitive	B	D7	Compensation	E
A8	Social	B	B8	Compensation	B	C8	Cognitive	PI	D8	Compensation	B
E (MI)	**SILL**	**E.L**	**F (MI)**	**SILL**		**G (MI)**	**SILL**	**E.L**	**H I(MI)**	**SILL**	**E.L**
E1	Social	I	F1	Social	PI	G1	Cognitive	B	H1	Social	B
E2	Compensation	I	F2	Social	B	G2	Metacognitive	I	H2	Cognitive	B
E3	Cognitive	B	F3	Social	PI	G3	Social	UI	H3	Metacognitive	B
E4	Compensation	E	F4	Metacognitive	B	G4	Social	B	H4	Metacognitive	B
E5	Social	E	F5	Social	I	G5	Metacognitive	B	H5	Metacognitive	E
E6	Social	B	F6	Metacognitive	B	G6	Compensation	B	H6	Memory	E
E7	Social	PI	F7	Compensation	I	G7	Metacognitive	E	H7	Compensation	E
E8	Memory	B	F8	Affective	B	G8	Memory	B	H8	Affective	B

Table 5

In order to understand how the Students Multiple Intelligences and the Language Learning Strategies influence on their English language learning performance researchers first needed to analyze the relationship among these 2 factors. To facilitate this process, the researchers are to work with the data collected from one of the subgroups of intelligences, in this case the subgroup corresponding to the Logical Mathematical Intelligence (On the table presented with the letter C).

C (Logical – Mathematical)	Learning Strategy	English Level
C1	Cognitive	Elementary
C2	Social	Elementary
C3	Memory	Elementary
C4	Cognitive	Elementary
C5	Cognitive	Elementary
C6	Cognitive	Beginner
C7	Metacognitive	Beginner
C8	Cognitive	Pre Intermediate

Table 6

For the specific case of the Logical Mathematical Intelligence the data collected suggest a possible pattern between this intelligence and The Cognitive Strategies as 5 out of 8 students conforming this group preferred to use this type of strategies. As previously stated the students that show to have a high Logical Mathematical intelligence are good at reasoning, recognizing patterns, and logically analyzing problems, while the Cognitive Strategies are known for allowing the learner to have control on their learning process and manipulate the learning materials they work with. Most of the students conforming the group of the Logical Mathematical Intelligence and make use of the Cognitive Strategies obtained an Elementary level in their English performance. On the other hand, researchers found out other three different strategies use among this students, the Metacognitive, Memory and Social strategies, while the first two are not so different from the Cognitive strategies, as they work with mental processes and are a tool for the learner to control the time they use to accomplish a learning goal, the students of

this group that said to prefer these strategies did also obtain a Beginner, and elementary levels in that order.

Research question 2: *What are the multiple Intelligences that are presented among the students of the 7th, 8th and 9th graders of the "Instituto Técnico de Exalumnos Salecianos", year 2018?*

Among the students conforming the population of this study the research team was able to confirm Gardner's theory as the results obtained from the Multiple Intelligence Inventory showed that the students from the 7th, 8th and 9TH grades have in fact all of the intelligences, some of them were more predominant than others, and in some cases students have more than just one intelligence showing a high predominance. That is to say, there were some students that had 9 points out of 10 in both Logical-Mathematical Intelligence and Naturalistic Intelligence, and some others that showed 8 points out of 10 on three or four different intelligences, which helped to select the students that latter conformed the subgroups that formed the sample of the study.

That being said, the intelligences that exhibited more predominance on the study *population* were: The Kinesthetic Intelligence, The Musical Intelligence and The Naturalistic Intelligence. Followed by the Intrapersonal Intelligence, the Logical Mathematical Intelligence, the Interpersonal Intelligence, the Spatial-Visual Intelligence and the Verbal Intelligence in that order; being the last one the one that showed the lowest percentage of predominance among the students (see chart 1).

Research question 3: *What are the Learning Strategies more used by the 7th, 8th and 9th graders of the "Instituto Técnico de Exalumnos Salecianos", year 2018?*

Thanks to the results obtained from the SILL test presented to the Research Sample, the research team could determine that the Learning Strategies with the highest frequency of use among these students were the Social Strategies with a total of 34 students, followed by the Metacognitive Strategies with a total of 32 students, and the Cognitive Strategies with a total of 28 students. Right after these were the Social and Affective Strategies which were the ones selected by a total of 24 students each, and finally, the Compensation Strategies with a total of 22 students (see table 3 for further information).

Research question 4: *What are the multiple intelligences that seem to have a better performance in the English language learning process?*

Contrary to what researchers expected at the beginning of this research the Intelligence that presented a better performance on the English learning process was the Logical Mathematical Intelligence, as any of the students conforming this group fail the subject and most of them were placed on the Elementary level according to the results obtained from the English Placement test. The initial thoughts were that the Linguistic-Verbal Intelligence may be the one showing a better performance as it is related with the oral and writing production of the language, which are important in the learning of a language, and Although the results obtained from the specific case of the sample of this study are not bad, as the scores they obtained on the English Placement test stated that two of the students got a Pre Intermediate level, 2 of them got an Intermediate level the rest of the students were all beginners in the English language. While all of the students conforming the group of the Logical Mathematical succeed and approved the subject, two of the students in the Linguistic Verbal Intelligence group fail the subject according to the

official grades provided by the teacher. This does not mean that one Intelligence finds it easier to learn the language than the other, but it does shows that the utilization of the LS that allows the students to be in control of their learning are an important factor that contributes to get this results, contrary to what have been observed in the Logical mathematical group, most of the students in the Linguistic Verbal Intelligence group were inclined to the Social Strategies, meaning those strategies that involve learning with the aid of others.

Research question 5*: Is there an expected correlation between students' Multiple Intelligence and their Learning strategy selection?*

It was discovered that among the students belonging to the groups of intelligences representing the Naturalistic, the Musical, the Kinesthetic, and the Linguistic Verbal Intelligences the LS that were more predominate were the Social Strategies -those who help students to learn with the aid of others- followed by other types of LS that complement this one, such as the Affective strategies- those related with the student's self-motivation to engage with the learning process-, and the Metacognitive Strategies – those to enable the learner to have control of how, when and what their learn- all this belonging to the Indirect LS which are known to be the ones that help to manage one's learning. The Memory, Cognitive and Compensation strategies were also used by these students but in minor frequency.

An interesting discovery was done with the students belonging to Logical Mathematical Intelligence group as these preferred to use mostly the ones corresponding to the Direct LS – the strategies directly involved with the mental processes that entail the learning process- such as the Cognitive and Memory strategies, followed by the Indirect LS such as the Metacognitive and Affective strategies.

Another interesting finding was the case of the Intrapersonal Intelligence group, as it was previously explained these students showed to have a high level of awareness of themselves their own motivations and feelings, so it makes sense that they preferred to use the Metacognitive strategies more often as this allows them to be in control on their learning process, this one was closely followed by the Social strategies, while the Cognitive, Memory and Compensation strategies had a minor presence in this group.

Regarding the students representing the Interpersonal Intelligence –those showing a high awareness of other people's feelings and motivations – they were inclined towards the Compensation strategies, closely followed by the Social strategies, Memory and Affective strategies.

Regarding the students conforming the group of the Spatial visual intelligence they were more likely to choose the metacognitive strategies over the social, memory, compensation and affective strategies.

With this in mind researchers believe that, just as with the Multiple Intelligences, the Learning Strategies are not inherent to the predominant intelligence that a person poses but might be highly related to this one, and students can make use of several of them, if not all of them, while reinforcing and acquiring new knowledge. It was perceiving in cases such as the Logical Mathematical Intelligence that students were incline towards LS that adapted to their mental skills and abilities but this did not exclude the use of other strategies that are not related to the mental processes of the learning such as the Affective Strategies- which are those related to the learner's self-motivation to study.

5. Conclusions.

The main objective of this research paper was to find out the influence of the Multiple Intelligences and Learning Strategies used by the students of the 7th, 8th and 9th grades of the ITEXSAL, during the year 2018, on their learning process of the English language, as well as, to know what were the Learning Strategies used by the population sample, and to discover how often and how well they used them to improved or support their English language learning process. In order to gather all the information needed to accomplish this objective the research team used three different data collection instruments, that allowed to set the research sample used during this investigation and collect the information needed to carry out this investigation. Based on the findings the research team can conclude the following:

I.   Along the data collection stage it was discovered that the three most predominant Intelligences of the Population *universe* were the Kinesthetic Intelligence (with a 22%), the Musical Intelligence (with the 18%) and the Naturalistic Intelligence (with the17%). Thanks to this results the research team was able to set the population sample that was a representation of each one of the 8 Intelligences that are part of Dr. Gardner's theory of the Multiple Intelligence.

II.   Based on the result obtained from the SILL test, it was found that several of the groups of Intelligences were inclined towards the Social Strategies, followed by the Compensation and Affective Strategies, being the ones with the less percentage of usage the Cognitive and Metacognitive strategies; which leaded researches to believed, but not affirm, that there may be a relationship between the Multiple Intelligence and the Learning Strategy selected by the students. An example of this are the sub-groups of the Naturalistic, the Kinesthetic, the Verbal and the Intrapersonal Intelligences that were inclined towards the Social strategies. Something to point out is the case of the Interpersonal Intelligence group that presented equal results for the Compensations Strategies and the Social strategies.

III. Researchers came to the conclusion that the Intelligence that performed better in the English language learning process was the Logical Mathematical Intelligence. This thanks to the results obtained from the English placement test used for this research and from the grades provided by the institution at the end of the academic year 2018.

IV. Based on the data collected from the sub-group formed by the Logical-Mathematical Intelligence, researchers believe that the good performance on the English language demonstrated by these students is thanks to the Learning strategies they preferred, that is to say the Cognitive Strategies, the Metacognitive strategies, the Memory strategies and the Social Strategies; all of them strategies that allowed the learner to have certain control over their learning pace and help them to set learning goals and measure their progress.

V. Finally, researchers conclude that, even if there is not a possible way yet to assure a 100% the existence of a relation between Multiple Intelligence and Learning Strategies, the results obtained from this investigation do not disappointed the initial expectations set by the research team, as it was possible to see a certain relationship between the Multiple Intelligences and the Learning Strategy selection. Although, contrary to what researchers initially believe the Multiple Intelligence that exceeded the expectation regarding the English language learning process was not the Linguistic-Verbal one but the Logical-Mathematical, which at the same time confirmed that a well-used of the Learning Strategies is important to take advantage of all of the students' skills.

6. Recommendations.

The findings of this study have significant implications both for language teaching and English language learning process as the MI theory allows teachers to look differently at the curriculum, teaching, and assessment, taking student's needs, interests, and talents into consideration. This creates opportunities for authentic learning and teachers can predict appropriate language learning activities through the identification of the learners' MI and their different levels of development. For this to happen, teachers need to realize that different students with different levels and combinations of the 8 intelligences are different in their learning. MI theory can help teachers to develop educational materials and strategies that meet the needs of the students.

With this in mind the research team wants to point out some important recommendations that could help both, teacher and students, to facilitated the learning of the English language by taking advantage of the Multiple Intelligences Theory and the usage of the Learning Strategies.

- **To the English teachers of the ITEXAL, and to all other teachers and Teaching institutions that may find interesting and useful the findings of this paper:**

    I. It is important for every teacher and educational institution to be aware of the MI Theory and LS in order to personalize the learning process and motivate students to learn a new language. Promoting the teaching of English in a productive way and by consequence achieve a better performance of the student in the language.

    II. The Multiple Intelligence test and SILL can be used prior to lesson planning to find out which intelligences students use most frequently and prepare activities that allow each student to participate in the language learning process.

III. Teachers should balance activities inside the classroom to promote all the eight Intelligences at their maximum. This will help students become more competent and have a better performance in the English language.

IV. The MI theory and the Learning Strategies should be part of every teacher training. Educational institutions should train teachers and staff on the application of the MI theory in the English classroom since there is evidence that the application of this theory in the learning process can improve their work as educators and motivate students to learn.

V. Teachers can also use some activities to reinforce those Intelligences that are not often used in class. In this case, teachers should mix weak and strong intelligences in order to develop as much as possible all the intelligences provided by Gardner.

VI. The Theory of Multiple Intelligences implies that teachers should identify and take advantage of the students' talents and skills in order to build confidence among them so that they can learn the new language. For this reason, the MI theory is an excellent tool that allows teachers to plan effective lessons to provide learners with language learning practice in and out of the classroom that will benefit and facilitate they learning process.

- **To the students of the ITEXSAL, and to all those that may want to take advantage of the resources provided by this study.**

  I. It is important to be aware of one's own strengths and areas of opportunities, in other words, what it is easier for students to do and what are the things that show to be difficult to do or understand. In order to do this, finding out what are the Multiple Intelligences in which the student performs better will help

them to find a way to understand the subject and to support the weak areas by taking full advantage of what the students can do.

II. It was stated the one of the most used Learning Strategies are the Social Strategies, learning with others. Students can, and should take advantage of this, using the time provide to work in groups provided in and out of the classrooms, to reinforce their knowledge acquire in class and support each other to overcome the difficulties and improve and their areas of opportunity. This not only facilitates the learning process but also makes it easier and enjoyable for students.

III. The SILL test presented later in this paper is a really useful tool in order to discover what are the earning Strategies that the students are more incline to use. It would be a really good idea that students take this test once a year, to create awareness of the Learning Strategies that fit their needs and take proper advantage of all the benefits they usage has.

- **For future studies on the field:**

I. It is important to continue studying this topic as the findings of this paper have significant implications both for language teaching and English language learning process as the MI theory allows teachers to look differently at the curriculum, teaching, and assessment, taking student's needs, interests, and talents into consideration. This will create opportunities for authentic learning and teachers will be able to predict appropriate language learning activities through identifying learners' MI with different levels of development

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- **Annexes**.

N°	Students	Average		N°	Students	Average	
			Final Scores				
1	G3	**9.5**	Excellent	33	F2	**6.75**	Acceptable
3	E1	**9.25**	Excellent	34	E5	**6.75**	Acceptable
2	E4	**9**	Excellent	35	A5	**6.5**	Acceptable
4	D3	**9**	Excellent	36	D7	**6.5**	Acceptable
5	F5	**9**	Excellent	37	H2	**6.5**	Acceptable
6	E2	**8.75**	Very Good	38	G8	**6.5**	Acceptable
7	F7	**8.75**	Very Good	39	F6	**6.5**	Acceptable
8	C3	**8.5**	Very Good	40	H5	**6.25**	Acceptable
9	A7	**8.5**	Very Good	41	A8	**6**	Acceptable
10	B7	**8.25**	Very Good	42	H1	**6**	Acceptable
11	C6	**8.25**	Very Good	43	B2	**6**	Acceptable
12	H7	**8.25**	Very Good	44	B1	**5.75**	Acceptable
13	C8	**8.25**	Very Good	45	H3	**5.75**	Acceptable
14	G2	**8.25**	Very Good	46	G4	**5.5**	Acceptable
15	F3	**8**	Very Good	47	D8	**5.5**	Acceptable
16	C2	**8**	Very Good	48	E8	**5.25**	Fail
17	A1	**7.75**	Good	49	G1	**5.25**	Fail
18	H6	**7.75**	Good	50	G7	**5.25**	Fail
19	A6	**7.75**	Good	51	A3	**5**	Fail
20	E7	**7.5**	Good	52	F4	**5**	Fail
21	B6	**7.5**	Good	53	B5	**5**	Fail
22	F1	**7.5**	Good	54	E6	**4.5**	Fail
23	C7	**7.25**	Good	55	B3	**4.5**	Fail
24	B8	**7.25**	Good	56	H8	**4.5**	Fail
25	D2	**7.25**	Good	57	D5	**4.5**	Fail
26	C5	**7**	Good	58	H4	**4.5**	Fail
27	C4	**7**	Good	58	F8	**4**	Fail
28	B4	**7**	Good	60	G6	**4**	Fail
29	A4	**7**	Good	61	D6	**3.75**	Fail
30	C1	**7**	Good	62	E3	**2.5**	Fail
31	D1	**7**	Good	63	A2	**X**	X
32	G5	**6.75**	Acceptable	64	D4	**X**	X

Table 7

*** Final averages for the academic year 2018 in the English subject.

Tests 1:   Multiple Intelligences (M.I.) Inventory (By Walter McKenzie)

Objective: To identify the multiple intelligences among the students of 7th, 8th and 9th grades from ITEXSAL.

Instructions: Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, please leave the space provided blank. *There are not right or wrong answers for this test*. **This usually takes about 45 minutes to complete. If you have any questions, let the person in charge know immediately.**

1. Name: _____	2. Age: _____
3. Gender: **Male** ☐ **Female** ☐	4. Grade: _____ Section: _____

Section 1:

_____ I enjoy categorizing things by common traits

_____ Ecological (environmental) issues are important to me

_____ Hiking and camping are enjoyable activities

_____ I enjoy working on a garden

_____ I believe preserving (saving/keeping) our National Parks is important

_____ Putting things in hierarchies (system of levels) makes sense to me

_____ Animals are important in my life

_____ My home has a recycling system in place

_____ I enjoy studying biology, botany and/or zoology

_____ I spend a great deal of time outdoors

Section 2:

_____ I easily pick up on patterns

_____ I focus in on noise and sounds

_____ Moving to a beat is easy for me

_____ I've always been interested in playing an instrument

_____ The cadence (rhythm/speed) of poetry intrigues me

_____ I remember things by putting them in a rhyme

_____ Concentration is difficult while listening to a radio or television

_____ I enjoy many kinds of music

_____ Musicals are more interesting than dramatic plays

_____ Remembering song lyrics is easy for me

Section 3:

_____ I keep my things neat and orderly

_____ Step-by-step directions are a big help

_____ Solving problems comes easily to me

_____ I get easily frustrated with disorganized people

_____ I can complete calculations quickly in my head

_____ Puzzles requiring reasoning are fun

_____ I can't begin an assignment until all my questions are answered

_____ Structure helps me be successful

_____ I find working on a computer spreadsheet or database rewarding

_____ Things have to make sense to me or I am dissatisfied

Section 4:

_____ It is important to see my role in the "big picture" of things

_____ I enjoy discussing questions about life

_____ Religion is important to me

_____ I enjoy viewing art masterpieces

_____ Relaxation and meditation exercises are rewarding

_____ I like visiting breathtaking sites in nature

_____ I enjoy reading ancient and modern philosophers

_____ Learning new things is easier when I understand their value

_____ I wonder if there are other forms of intelligent life in the universe

_____ Studying history and ancient culture helps give me perspective

Section 5:

_____ I learn best interacting with others

_____ "The more the merrier"

_____ Study groups are very productive for me

_____ I enjoy chat rooms

_____ Participating in politics is important

_____ Television and radio talk shows are enjoyable

_____ I am a "team player"

_____ I dislike working alone

_____ Clubs and extracurricular activities are fun

_____ I pay attention to social issues and causes

Section 6:

_____ I enjoy making things with my hands

_____ Sitting still for long periods of time is difficult for me

_____ I enjoy outdoor games and sports

_____ I value non-verbal communication such as sign language

_____ A fit body is important for a fit mind

_____ Arts and crafts are enjoyable pastimes

_____ Expression through dance is beautiful

_____ I like working with tools

_____ I live an active lifestyle

_____ I learn by doing

Section 7:

_____ I enjoy reading all kinds of materials

_____ Taking notes helps me remember and understand

_____ I faithfully (routinely/always) contact friends through letters and/or e-mail

_____ It is easy for me to explain my ideas to others

_____ I keep a journal

_____ Word puzzles like crosswords and jumbles are fun

_____ I write for pleasure

_____ I enjoy playing with words like puns, anagrams and spoonerisms

_____ Foreign languages interest me

_____ Debates and public speaking are activities I like to participate in

Section 8:

_____ I am keenly aware of my moral beliefs

_____ I learn best when I have an emotional attachment to the subject

_____ Fairness is important to me

_____ My attitude effects how I learn

_____ Social justice issues concern me

_____ Working alone can be just as productive as working in a group

_____ I need to know why I should do something before I agree to do it

_____ When I believe in something I will give 100% effort to it

_____ I like to be involved in causes that help others

_____ I am willing to protest or sign a petition to right a wrong

Section 9:

_____ I can imagine ideas in my mind

_____ Rearranging a room is fun for me

_____ I enjoy creating art using varied media

_____ I remember well using graphic organizers

_____ Performance art can be very gratifying

_____ Spreadsheets are great for making charts, graphs and tables

_____ Three-dimensional puzzles bring me much enjoyment

_____ Music videos are very stimulating

_____ I can recall things in mental pictures

_____ I am good at reading maps, atlases and blueprints

Tests 2: Strategy Inventory for Language Learning (SILL)
(© R. Oxford. 1989)

Objective: To identify the Language Learning Strategies used among the students of 7th, 8th and 9th grades from ITEXSAL.

Instructions: On the separate worksheet, complete each section by placing (1, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements. This usually takes about 45 minutes to complete. If you have any questions, let the person in charge know immediately.

1. **NEVER OR ALMOST NEVER TRUE OF ME: the statement is very rarely true of you.**
2. **USUALLY NOT TRUE OF ME: the statement is true less than half the time.**
3. **SOMEWHAT TRUE OF ME: the statement is true of you about half the time.**
4. **USUALLY TRUE OF ME: the statement is true more than half the time.**
5. **ALWAYS OR ALMOST ALWAYS TRUE OF ME: the statement is true of you almost always.**

1. **Name:** _____	2. **Age:** _____
3. **Gender:** **Male** ☐ **Female** ☐	4. **Grade:** _____ **Section:** _____

Part A:

1. I think of relationships between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word might be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.

9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Part B:

---

10. I say or write new English words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.
13. I use the English words I know in different ways.
14. I start conversations in English.
15. I watch English language TV shows spoken in English or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, messages, letters, or reports in English.
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.
19. I look for words in my own language that are similar to new words in English.
20. I try to find patterns in English.
21. I find the meaning of an English word by dividing it into parts that I understand.
22. I try not to translate word-for-word.
23. I make summaries of information that I hear or read in English.

Part C:

24. To understand unfamiliar English words, I make guesses.

25. When I can' t think of a word during a conversation in English, I use gestures.

26. I make up new words if I do not know the right ones in English.

27. I read English without looking up every new word.

28. I try to guess what the other person will say next in English.

29. If I can' t think of an English word, I use a word or phrase that means the same thing.

Part D:

30. I try to find as many ways as I can to use my English.

31. I notice my English mistakes and use that information to help me do better.

32. I pay attention when someone is speaking English.

33. I try to find out how to be a better learner of English.

34. I plan my schedule so I will have enough time to study English.

35. I look for people I can talk to in English.

36. I look for opportunities to read as much as possible in English.

37. I have clear goals for improving my English skills.

38. I think about my progress in learning English.

Part E:

39. I try to relax whenever I feel afraid of using English.

40. I encourage myself to speak English even when I am afraid of making a mistake.

41. I give myself a reward or treat when I do well in English.

42. I notice if I am tense or nervous when I am studying or using English.

43. I write down my feelings in a language learning diary.

44. I talk to someone else about how I feel when I am learning English.

Part F:

45. If I do not understand something in English, I ask the other person to slow down or say it again.
46. I ask English speakers to correct me when I talk.
47. I practice English with other students.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the culture of English speakers.

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Answer sheet Tests 2:   Strategy Inventory for Language Learning (SILL)
(© R. Oxford. 1989)

Objective: To identify the Language Learning Strategies used among the students of 7th, 8th and 9th grades from ITEXSAL.

Instructions: Each one of the tables corresponds to each one of the parts and items on the SILL, please mark with a X the students' response to each item (that is, mark 1, 2, 3, 4, or 5) in each of the blanks.

1. Name: _____	2. Age: _____
3. Gender: Male ☐ Female ☐	4. Grade: _____ Section: _____

PART A:

Items	1	2	3	4	5
Item 1					
Item 2					
Item 3					
Item 4					
Item 5					
Item 6					
Item 7					
Item 8					
Item 9					

Items	1	2	3	4	5
Item 16					
Item 17					
Item 18					
Item 19					
Item 20					
Item 21					
Item 22					
Item 23					
Item 26					
Item 27					
Item 28					
Item 29					

PART B:

Items	1	2	3	4	5
Item 10					
Item 11					
Item 12					
Item 13					
Item 14					
Item 15					

PART C:

Items	1	2	3	4	5
Item 24					
Item 25					

PART D:

Items	1	2	3	4	5
Item 30					
Item 31					
Item 32					
Item 33					
Item 34					
Item 35					
Item 36					
Item 37					
Item 38					

PART E:

Items	1	2	3	4	5
Item 39					
Item 40					

Item 41					
Item 42					
Item 43					
Item 44					

PART F:

Item	1	2	3	4	5
Item 45					
Item 46					
Item 47					
Item 48					
Item 49					
Item 50					

*Other strategies used***:**

_____

_____

_____

_____

Tests 3: "Straightforward Placement & Diagnostic test"

Objective: To identify the English proficiency level according to the CEFR among the students of 7th, 8th and 9th grades from ITEXSAL.

Instructions: Read and choose the correct option. The *Straightforward* test has 50 questions, each worth one point. The first 40 are grammar questions and the final 10 are vocabulary questions. This usually takes about 45 minutes to complete. If you have any questions, let the person in charge know immediately.

5. Name: _____	6. Age: _____
7. Gender: Male ☐ Female ☐	8. Grade: _____ Section: _____

Grammar Part.

- **Beginner**

1. I _____ from France.
   a) is
   b) are
   c) am
   d) be

2. This is my friend. _____ name is Peter.

   a) Her
   b) Our
   c) Yours
   d) His

3. Mike is _____.

   a) my sister's friend
   b) friend my sister
   c) friend from my sister
   d) my sister friend's

4. My brother is _____ artist.

    a) the
    b) an
    c) a
    d) —

5. _____ 20 desks in the classroom.

    a) This is
    b) There is
    c) They are
    d) There are

6. Paul _____ romantic films.

    a) likes not
    b) don't like
    c) doesn't like
    d) isn't likes

7. Sorry, I can't talk. I _____ right now.

    a) driving
    b) 'm driving
    c) drives
    d) drive

8. She _____ at school last week.
    a) didn't be
    b) weren't
    c) wasn't
    d) isn't

9. I _____ the film last night.

    a) like
    b) likes
    c) liking
    d) liked

10. _____ a piece of cake? No, thank you.

    a) Do you like
    b) Would you like
    c) Want you
    d) Are you like

11. The living room is _____ than the bedroom.

    a) more big
    b) more bigger
    c) biggest
    d) bigger

12. The car is very old. We're going _____ a new car soon.
    a) to buy
    b) buying
    c) to will buy
    d) buy

13. Jane is a vegetarian. She _____ meat.

    a) sometimes eats
    b) never eats
    c) often eats
    d) usually eats

14. There aren't _____ buses late in the evening.

    a) some
    b) any
    c) no
    d) a

15. The car park is _____ to the restaurant.

    a) next
    b) opposite
    c) behind
    d) in front

- **Elementary**

16. Sue _____ shopping every day.
    a) is going
    b) go
    c) going
    d) goes

17. They _____ in the park when it started to rain heavily.

    a) walked
    b) were walking
    c) were walk
    d) are walking

18. _____ seen fireworks before?
    a) Did you ever
    b) Are you ever
    c) Have you ever
    d) Do you ever

19. We've been friends _____ many years.
    a) since
    b) from
    c) during
    d) for

20. You _____ pay for the tickets. They're free.

    a) have to
    b) don't have
    c) don't need to
    d) doesn't have to

21. Jeff was ill last week and he _____ go out.
    a) needn't
    b) can't
    c) mustn't
    d) couldn't

22. These are the photos _____ I took on holiday.

    a) which
    b) who
    c) what
    d) where

23. We'll stay at home if it _____ this afternoon.
    a) raining
    b) rains
    c) will rain
    d) rain

24. He doesn't smoke now, but he _____ a lot when he was young.

    a) has smoked
    b) smokes
    c) used to smoke
    d) was smoked

- **Pre-intermediate**

25. Mark plays football _____ anyone else I know.
    a) more good than
    b) as better as
    c) best than
    d) better than

26. I promise I _____ you as soon as I've finished this cleaning**.**
    a) will help
    b) am helping
    c) going to help
    d) have helped

27. This town _____ by lots of tourists during the summer.

    a) visits
    b) visited
    c) is visiting
    d) is visited

28. He said that his friends _____ to speak to him after they lost the football match.
    a) not want
    b) weren't
    c) didn't want
    d) aren't wanting

29. How about _____ to the cinema tonight?
    a) going
    b) go
    c) to go
    d) for going

30. Excuse me, can you _____ me the way to the station, please?
   a) give
   b) take
   c) tell
   d) say

31. I wasn't interested in the performance very much. _____.

   a) I didn't, too.
   b) Neither was I.
   c) Nor I did.
   d) So I wasn't.

32. Take a warm coat, _____ you might get very cold outside.

   a) otherwise
   b) in case
   c) so that
   d) in order to

- **Intermediate**

33. _____ this great book and I can't wait to see how it ends.

   a) I don't read
   b) I've read
   c) I've been reading
   d) I read

34. What I like more than anything else _____ at weekends.

   a) playing golf
   b) to play golf
   c) is playing golf
   d) is play golf

35. She _____ for her cat for two days when she finally found it in the garage.
   a) looked
   b) had been looked
   c) had been looking
   d) were looking

36. We won't catch the plane _____ we leave home now! Pleasehurry up!
   a) if
   b) providing that
   c) except
   d) unless

37. If I hadn't replied to your email, I_____ here with you now.
   a) can't be
   b) wouldn't be
   c) won't be
   d) haven't been

38. Do you think you _____ with my mobile phone soon? I need to make a call.
   a) finish
   b) are finishing
   c) will have finished
   d) are finished

39. I don't remember mentioning _____ dinner together tonight.
   a) go for
   b) you going to
   c) to go for
   d) going for

- **Upper Intermediate / Advanced**

40. Was it Captain Cook _____ New Zealand?
   a) who discovered
   b) discovered
   c) that discover
   d) who was discovering

Vocabulary

41. You may not like the cold weather here, but you'll have to_____, I'm afraid.
   a) tell it off
   b) sort itself out
   c) put up with it
   d) put it off

42. It's cold so you should _____ on a warm jacket.
   a) put
   b) wear
   c) dress
   d) take

43. Paul will look _____ our dogs while we're on holiday.
   a) at
   b) for
   c) into
   d) after

44. She _____ a lot of her free time reading.
   a) does
   b) spends
   c) has
   d) makes

45. Hello, this is Simon. Could I _____ to Jane, please?
   a) say
   b) tell
   c) call
   d) speak

46. They're coming to our house _____ Saturday.
   a) in
   b) at
   c) on
   d) with

47. I think it's very easy to _____ debt these days.
   a) go into
   b) become
   c) go down to
   d) get into

48. Come on! Quick! Let's get _____!
   a) highlight
   b) cracking
   c) massive
   d) with immediate effect

49. I phoned her _____ I heard the news.
   a) minute
   b) during
   c) by the time
   d) the moment

50. I feel very _____. I'm going to go to bed!
   a) nap
   b) asleep
   c) sleepy
   d) sleeper