

RESEARCH ARTICLE

Multiple intelligences for the development of listening skills in adult learners

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Abstract: Intelligence is a multidimensional phenomenon that is present at multiple levels of our brain, mental and bodily systems. There are various forms of intelligence, in which people know themselves and the world around them. It is important to create a guide to improve listening skills based on multiple intelligences. At present, in the Ecuadorian Amazon region, studies on multiple intelligences for the development of listening skills have been insipient. In this sense, seeing the need to know a descriptive reality of multiple intelligences, the main objective of this study was to analyze the conceptual arguments of the theory of multiple intelligences, as well as to diagnose listening skills and socialize the results of this study. In order to respond to the objectives, a bibliographic review of the scientific literature was carried out, accompanied by field work (interviews). The results indicate that it is necessary to strengthen reading comprehension and innovate in the methodologies used by teachers. It is also important to mention that each student has a capacity that dominates, therefore not everyone will learn in the same way, the teacher plays a primary role so that the student can recognize their type of intelligence and thus develop their listening skills.

Keywords: Linguistics; multiple intelligences; strategies; foreign language.

1. Introduction

The formulation of the theory of multiple intelligences by Howard Gardner began in 1979. For Gardner, intelligence is not conceivable as a unitary instance, either as composed of a single factor or as encompassing multiple capacities, but rather the existence of multiple intelligences, each one different from the others [1]. The intelligences postulated by Gardner are independent of each other. That is, a person's skills in one intelligence should not, in principle, be predictive of that person's skills in other intelligences [2]. Gardner defines intelligence as: the ability to solve life problems, to generate new problems to be solved.



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On the other hand, this theory provides a vision of intelligence that is very different from the traditional concept [4]. It moves from a single, uniform perspective, where intelligence was related almost exclusively to academic skills of a linguistic and logical-mathematical nature, to the distinction of up to 8 types of differentiated intelligences, covering aptitudes in aspects as varied as music, dance or sports activities [5,6]. Although each person is different and has greater skills, ease, motivation and potential for certain areas or abilities, the truth is that every human being possesses the 8 types of intelligence and the ability to develop them to an appropriate level, which will allow him/her to develop with ease in all areas of life [7,8].

Intelligence is a multidimensional phenomenon that is present at multiple levels of our brain, mind and body system. There are many forms of intelligence, many ways in which people know themselves and the world around them [9,10]. A more enhanced intelligence can be used to improve or strengthen other less developed ones. Much of the potential of our intelligence lies dormant because it is not used, but it can be awakened, strengthened and trained [11].

The importance of multiple intelligence lies in the support it provides to identify the innate talents and abilities of students, adjusting teaching methodologies and facilitating the work of teachers in achieving developmental and learning objectives [12,13]. This theory was revolutionary because, until recently, it was thought that intelligence was a kind of unique resource that manifested itself in only one way, fortunately that old idea is being left in the past and nowadays many professionals in the field of education take into consideration the Multiple Intelligences for the development of their classes and educational materials. Regarding how to develop multiple intelligences, Mathematical intelligence has been highly developed within all classrooms, since it is considered that all young people should handle the aspects of calculation and reasoning [14,15].

English language learning has become an important strategic issue in Latin America. Countries have developed national strategies, created programs, and invested heavily to expand access to English language learning opportunities [16]. Quality teachers are essential to improving English proficiency levels. Teachers in Latin America show low levels of English proficiency. While policy frameworks set proficiency expectations at levels B2 to C2 of the Common European Framework of Reference for Languages (CEFR), tests and diagnostic studies indicate that many English teachers perform well below these standards [14].

The level of English language proficiency in Ecuador is low, however, learning this foreign language seems to be of utmost importance in today's globalized world. The Ecuadorian education system requires highly motivated teachers to meet the challenge of improving the quality of the local educational system [17]. It is difficult to have a good command of the English language and to develop listening skills. Moreover, the teaching approach that educators take advantage of seems to be the wrong one, as it focuses on traditional methods and techniques, neglecting both productive and receptive skills, listening being one of them [18]. One of the factors that could have relevance to the concept of self-efficacy in general and listening self-efficacy, in particular are multiple intelligences. In the province of Orellana a low level of English has been observed, students do not develop listening skills, and it is a big problem since it is considered the cornerstone of language development[19]. At the Escuela Superior Politécnica de Chimborazo (ESPOCH) Sede Orellana, through interviews with students during this research it has been noted that 80% of the students do

not develop their listening skills to improve communication and, on the other hand, teachers do not have an effective guide to share with students to help them improve their listening skills [20].

Thus, the objectives of this study were: i) To analyze the conceptual arguments of the theory of multiple intelligences for the development of listening in English students; ii) To diagnose listening skills in students; iii) To develop a guide of activities based on the use of multiple intelligences; iv) To socialize the results and the use of a multiple intelligences guide with the educational community through webinar sessions. Different methodologies were used to develop the research: a literature review was carried out for the analysis; semi-structured interviews were conducted for the diagnosis; the guide was developed using the method called expert judgment; finally, the socialization was carried out through the zoom platform.

2. Materials and Methods

2.1 Study area

The study was carried out at Escuela Superior Politécnica de Chimborazo–Sede Orellana, with students in the second semester of the Tourism career. ESPOCH is an Ecuadorian public university located in Puerto Francisco de Orellana, province of Orellana. It offers the community third-level careers such as Agronomy, Environmental Engineering, Animal Husbandry, Tourism and Information Technology; actively contributing to the academic and social development of the Province of Orellana. The vision of this institution is to form integral, humanistic, scientific and competent professionals and researchers, capable of contributing to the sustainable development of society, the welfare of the region and the country.

2.2 Methodology

The methodology was divided into four sections. The first section focused on the analysis of the conceptual arguments of the theory of multiple intelligences for the improvement of the English language. The second section consisted of the diagnosis of listening skills with respect to English for students in the second semester of the ESPOCH tourism career. In the third section, a guide of activities based on the use of multiple intelligences was developed. Finally, the results and the use of a multiple intelligences guide were socialized with the educational community through webinar sessions.

To carry out the first section, a bibliographic review was conducted in different scientific databases such as Scopus, Web of Science, Scielo, and Redalyc of works published in the last 10 years. To simplify irrelevant articles, search keywords to filter the results to be found (multiple intelligences + foreign language + students), in the fields (title, keywords and abstract), the search was complemented with repetitions applying combinations in Spanish and English (Table 1).

Table 1. Methodological process for the literature review.

Subject	Key words	Period	Scopus / Web of Science
Application of multiple intelligences for the improvement of English as a foreign language.	(multiple intelligences + foreign language + students),	2012–2022	11 [17–27]

Description of documents analyzed	
No.	Title
1	Predictors of Multiple Intelligence Abilities for Malaysian School Leaders. https://doi.org/10.1016/j.sbspro.2014.01.1093 .
2	The Theory of Multiple Intelligences-applications in Mentoring Beginning Teachers. https://doi.org/10.1016/j.sbspro.2014.01.761 .
3	The Development of Intelligence: Education and Neuroscience. https://doi.org/10.1016/B978-0-12-819641-0.00027-X
4	Types of creativity—Fostering multiple intelligences in design convergence talents. https://doi.org/10.1016/j.tsc.2016.12.001 .
5	How Are Kids Smart? Multiple Intelligences in the Classroom; Emotional Intelligence: A New Vision for Education. https://doi.org/10.1023/A:1022649212899
6	Multiple Intelligences BT – Encyclopedia of Sciences and Religions. https://n9.cl/qbyxb
7	Predicting Learning Characteristics in a Multiple Intelligence Based Tutoring System BT – Intelligent Tutoring Systems. https://n9.cl/0td0zo
8	Effective Design of E-learning Application Incorporating Multiple Intelligences BT https://doi.org/10.1007/978-3-540-24594-0_82
9	Using the Multiple Intelligences to Enhance Instruction for Young Children and Young Children with Disabilities. https://doi.org/10.1007/s10643-004-0865-2
10	Multiple Intelligences Theory BT – Research Questions in Language Education and Applied Linguistics: A Reference Guide. https://n9.cl/s4w8a
11	Technological Resources to Stimulate Multiple Intelligences: Verbal-Linguistic and Logical-Mathematical BT https://doi.org/10.1007/978-3-030-68017-6_24

In the second section, it was determined what listening skills the students of the second semester of the ESPOCH tourism career present. In order to respond to this objective, it was necessary to know the perceptions of two types of subjects: English teachers and students of the aforementioned semester. During the visits to the ESPOCH facilities, interviews were conducted with semi-structured questions, i.e., open-ended questions, to the different actors. It is worth mentioning that the answers to the applied interviews were coded through the use of the ATLAS.ti software, in order to analyze the data collected. The interviews were conducted during the second semester of the period 2021–2022, to be more precise in the month of January 2022, and were carried out with all students and their teacher responsible for the English course, it is also important to mention that the applied interview to the students was in Spanish so as not to cause confusion when understanding and answering the questions (Table 2). In order to maintain the work approach according to the daily reality of teaching, a first approach was established in the traditional classroom and the research objectives were explained (Figure 1). On the day of the interview, there were 23 students and one teacher. The present study, being of a qualitative nature, did not include statistics. The topics addressed in the interviews were:

Table 2. Questions established to know the perception of teachers and students; and to determine listening skills.

Participant	Questions
Second semester English teachers at ESPOCH Orellana campus	<p>1.-What level do you consider your command of English at? And how often do you use it in your daily life?</p> <p>2.-What technological resources do you use in the academic environment?</p> <p>3.-Do you consider that these resources are necessary to improve your listening skills?</p>

Students of the second semester of the tourism career at the ESPOCH Orellana campus.

- 4.-Do you prefer: reading, speaking, writing or listening in English?
- 5.- As an English teacher, do you think that the strategies you use are the correct ones to strengthen listening skills?
- 6.-What strategies does your teacher use to strengthen your listening skill and do you think they are effective?
- 7.-Have you conducted tests to assess students' listening skills?
- 8.-Do you analyze the most likely and least likely specific needs in students' professional lives?
- 1.-What do you think are the main challenges to developing your listening skills?
- 2.-What aspects of English do you think you need to practice more?
- 3.-Do you participate in extracurricular activities?

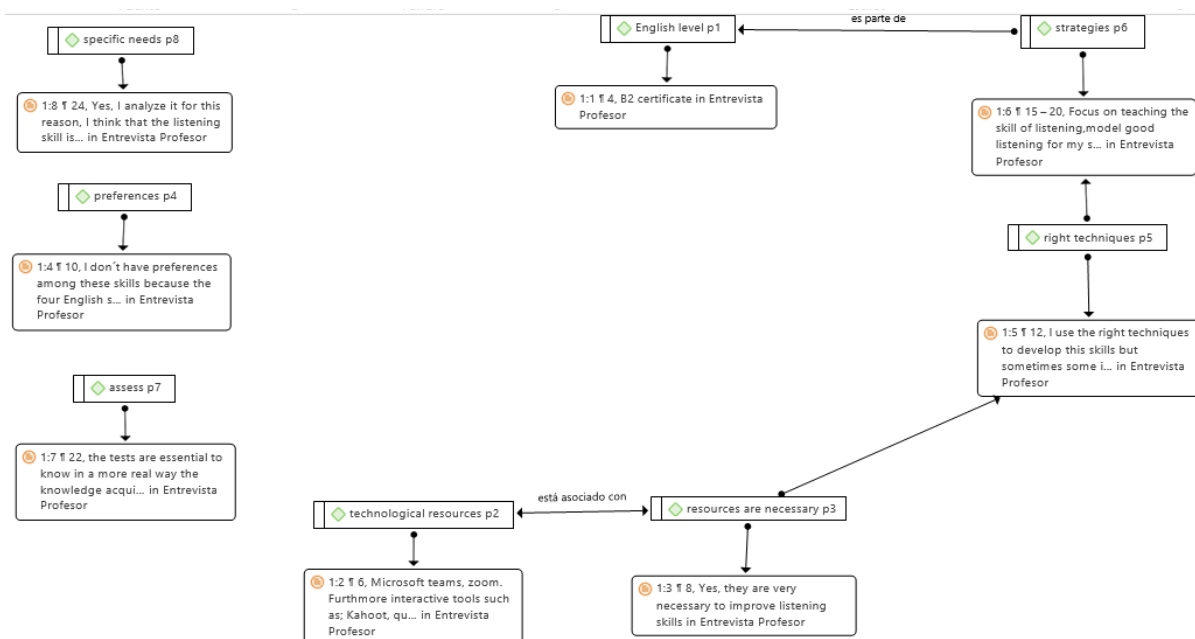


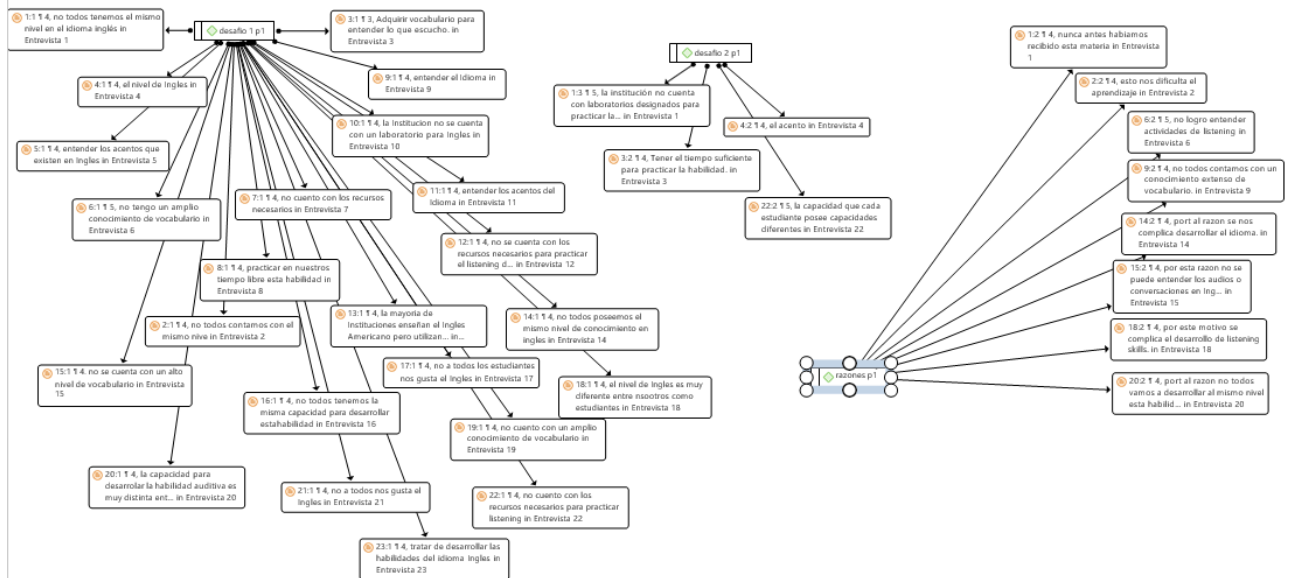
Figure 1. Analysis and interpretation/ Teacher Interview

According to the analysis of the interview of the eight questions that were applied to the teacher who teaches classes in the second semester of the Tourism Career and the relationship of the semantic network, it can be interpreted that the level of English in the teacher plays an extremely important role since based on this, the teacher could transmit his/her knowledge to the students. On the other hand, the use of technological tools contributes a lot the acquisition of a new language such as English, since through these the teacher can personalize and adapt the education according to the needs of the students. At the time that a student develops listening, it will be easier for him/her to develop other skills (speaking, reading and writing), therefore it is assumed that one of the main skills is listening. Strategies and techniques will be of great importance to develop listening skills since listening is an input activity and students need to practice it every day to recognize the sounds and different pronunciations in English.

Analysis and interpretation/ Student Interviews

Question #1

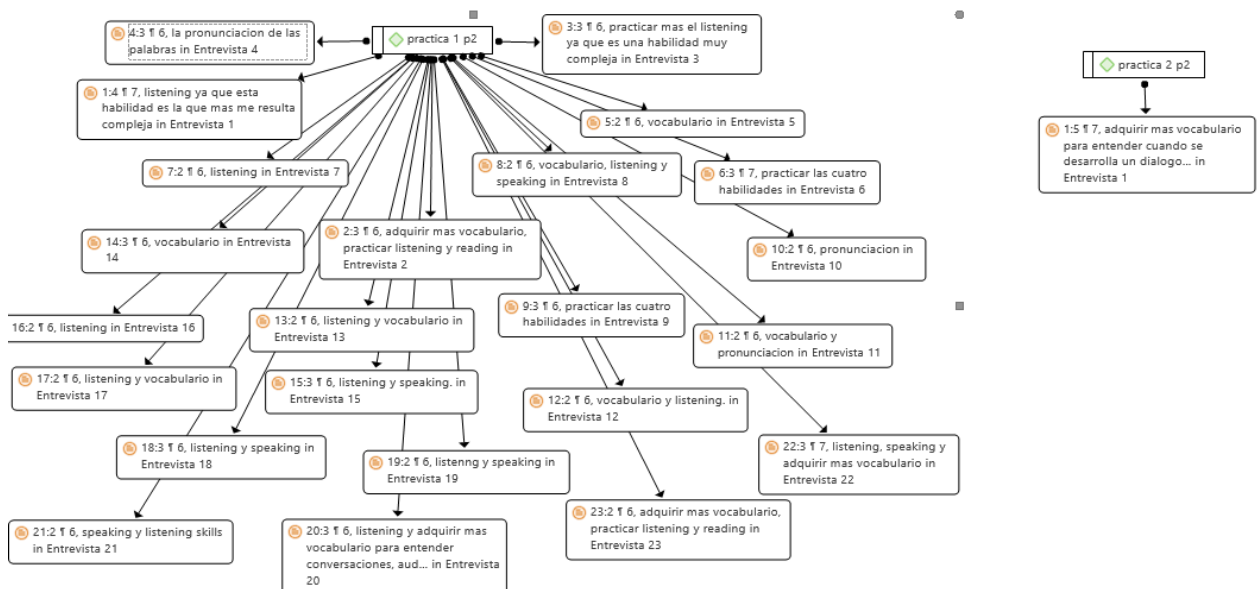
What do you think the main challenges are to developing your listening skills?



According to the analysis of the interview of question one that was applied to the students in the second semester of the Tourism Career and the relationship of the semantic network, it can be interpreted that: the students have several challenges to face when developing the listening skills, one of the most mentioned is that not everyone has the same ability to develop it, therefore it is assumed that in this class not everyone has the same level of English, which causes frustration in them. It is necessary to have the necessary technological tools within the institution to achieve the stated goal, which is to develop listening skills. Some of the students mentioned that the only time when they practice is during class, but not in their free time. Gardner mentions that intelligence is a plural expression, hence the name of his multiple intelligences proposal. Therefore, it can be assumed that people have different abilities that can be enhanced in a personalized way.

Question #2

What aspects of English do you think you need to practice more?

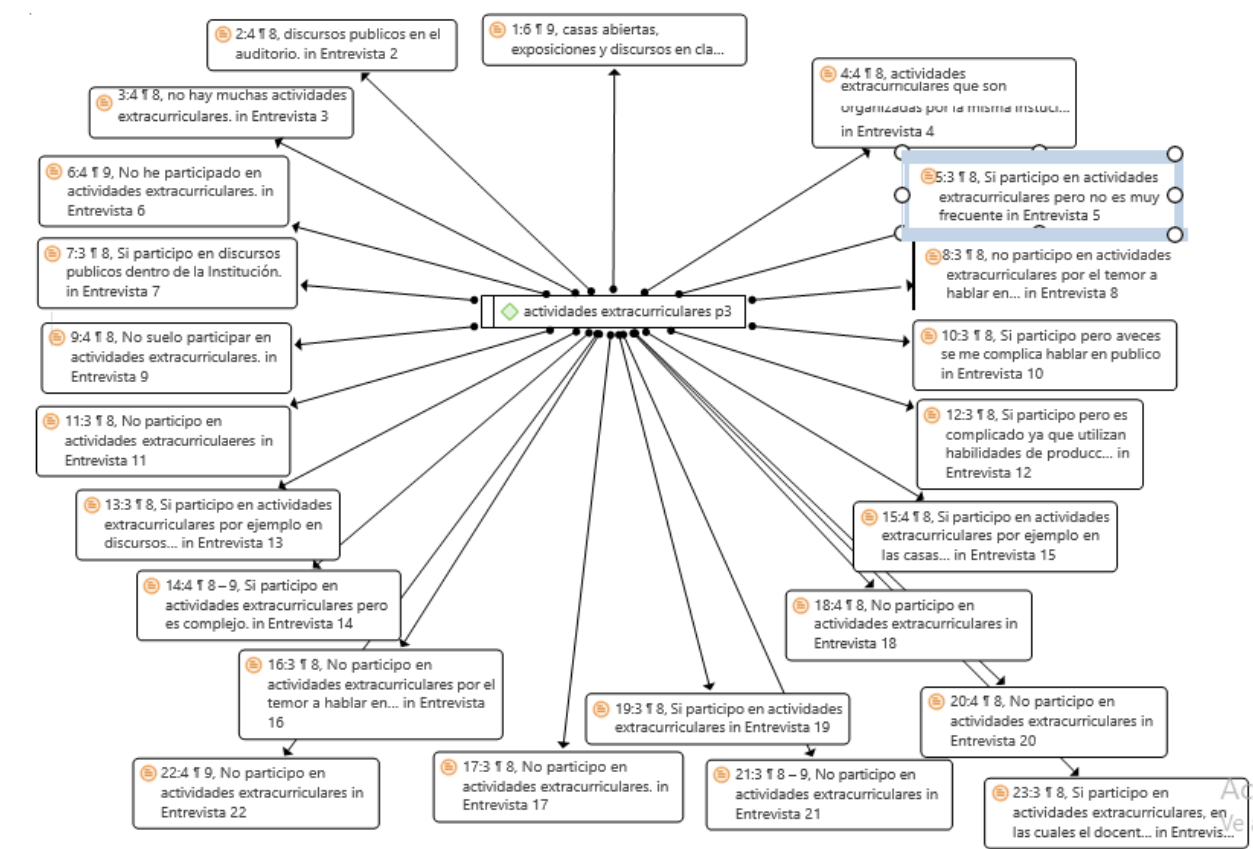


According to the analysis of the interview of question two that was applied to the students in the second semester of the Tourism Career and the relationship of the semantic network, it can be interpreted that: the students need to acquire more vocabulary to develop the listening skill and the other skills for this reason it is convenient for the teacher to adapt new techniques and strategies to improve this part. The acquisition of new vocabulary will significantly help students to understand audios, conversations in English and thus they will develop the listening skill that is in conjunction with the other skills.

The theory of intelligences mentions that not all individuals learn in the same way, so identifying which Strength each student possesses will be of great help to develop practical activities in the classroom.

Question #3

Do you participate in extracurricular activities?



According to the analysis of the interview of question three that was applied to the students of the second semester of the Tourism Career and the relationship of the semantic network, it can be interpreted that: the majority of students do not usually participate in extracurricular activities due to fear and frustration they feel when speaking or interacting in public. This is linked to the type of intelligence that each individual possesses since not everyone will develop the same intelligence at the same level, for this reason there are students who like to participate in such activities such as; speeches, oratories, presentations, etc. and they are not afraid to do so. The teacher must help his students to identify which are the intelligences that predominate in each of them so that in this way all students participate in activities that they like and do not feel excluded.

In the third section, a small guide with activities based on the use of multiple intelligences to improve listening was developed. To meet this objective, a technique called expert judgment was used, which involved the creation of a technical work sheet (Table 3), by academics and professionals

with experience in issues related to the teaching of a foreign language, facilitating the preparation of the guide, taking into account the different criteria of the professionals based on their experience.

Table 3. Experts selected to develop the strategies.

Name	Profession	Relationship to area
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Lucy Pazmiño	Master in Linguistics applied to English Learning	Researcher
Elsa Basantes	Master in Foreign Languages with mention in English	Researcher
Abigail Garrido	Bachelor of Science in Education, mention in English.	Researcher

Finally, the results obtained were socialized and the use of the aforementioned guide was indicated through three webinar sessions. A webinar is a specialized online meeting to discuss a technical topic with a formative nature, where the aim is to encourage interactivity between the speakers and the attendees. In order to have positive results from the webinar, the academic secretary was asked to send an email to the students of the tourism career and English teacher. The email contains the reason for the meeting, the date, time and link to join the three sessions. The sessions were carried out through the zoom platform, with a duration of 1 hour each session.

3. Results

The results are presented below in response to each objective of this research. The first section describes different concepts about multiple intelligences for learning English, information obtained from scientific databases, through a bibliographic review. In the second section, the auditory skills of the English language in adult students were diagnosed through semi-structured interviews. The third section elaborated a guide with activities based on the use of multiple intelligences to improve the learning of the foreign language, applying the technique called expert judgment. Finally, three webinar sessions were held in which the results of the present study were socialized and the use of the guide was indicated.

3.1. Multiple Intelligences

In the early 1980s, the American psychologist Howard Gardner proposed a theory that revolutionized education worldwide: the theory of multiple intelligences. The theory of multiple intelligences is a proposal from the field of cognitive psychology that rejects the traditional concept of intelligence and the methods for measuring it [2,3,21]. According to Gardner, intelligence is a plural expression. Hence the name of his proposal: multiple intelligences; that is to say, the diversity of human abilities. The discovery of multiple intelligences has been possible thanks to the work of Howard Gardner in two fundamental areas in the field of education: the learning process and the functioning of the human brain [9,22]. According to Howard Gardner, there are 8 dominant intelligences, each of which is characterized by specific skills and abilities. Each multiple intelligence is detailed below:

In linguistic intelligence, one has the ability to use words effectively by writing or speaking them, therefore, three types of linguistic intelligence can be enunciated: verbal or verbal and written [15]. This type of intelligence includes the handling of language, writing, oral expression and poetic sources. Those who are endowed with high linguistic intelligence have a particular facility for learning languages, handling words or ordering languages, talents common to those who practice speaking or writing, such as, for example, a writer, a translator or a lawyer [9,21]. This type of

intelligence is related to musical intelligence and in a logical way, since it is the part of the brain that is capable of perceiving and creating patterns and rhythms, in this case, expressed through verbal language. On the other hand, students have musical intelligence, this intelligence has the ability to appreciate, distinguish, transform and express musical forms, as well as sensitivity to rhythm, tone and timbre[12,23,24]. This type of intelligence can be developed from an early age. The development of musical intelligence improves affective and behavioral levels, develops means of expression and communication, promotes affective and affective sensitivity, and strengthens self-esteem[3,25].

Another type of intelligence identified by Howard is logical-mathematical intelligence, which is a person's ability to use numbers effectively, as well as to apply analysis and logical reasoning[26]. It is manifested from childhood, since it has been found that there is an innate sense of quantity and the ability to make an early estimate. Later, logical, abstract and mathematical thinking is acquired through learning[1,27]. Because of the characteristics of logical-mathematical intelligence, the professions that are relevant to this ability are those in the fields of engineering, economics, science and research, mathematics, physics, chemistry, accounting, mathematics, etc. Logical-mathematical intelligence is not only useful in the academic and scientific fields, but also facilitates the ability to function in the world, as well as to understand it[3,24].

Kinesthetic or kinesthetic body intelligence is the ability to unite the body and mind to achieve the improvement of physical performance. It begins with the control of automatic and voluntary movements, progressing to the use of the body in a highly differentiated and competent manner. It allows the individual to manipulate objects and perfect physical skills[18,28]. This type of intelligence is manifested in athletes, dancers, surgeons and craftsmen alike. In Western society, physical skills are not as highly regarded as cognitive skills, even though in other areas the ability to exploit the possibilities of the body is a necessity for survival, as well as an important condition for the performance of many prestigious roles[29]. There is also the kinesthetic ability expressed in small movements, so we can admire this ability in people who are engaged in jewelry making, mechanics or who are engaged in the cultivation of various crafts and handicrafts[8,16]. The traditional school does not give enough importance to this type of intelligence, one or two hours a week are dedicated to the activities that develop it and it is a way to form socialization, sensorimotor stimulation not only serves at a physical level, but allows greater cognitive development[30].

On the other hand, spatial intelligence is the ability of a person to visualize, imagine and represent ideas and mental images from different angles by rotating them in his or her mind[26,31]. This type of intelligence allows processing information in a two-dimensional and three-dimensional plane, which is very useful in solving spatial problems, whether real or abstract. It is the type of intelligence that allows us to imagine a three-dimensional space and perform various tasks, for example, parking a vehicle, building a model, orienting ourselves or manipulating a complex tool. People with highly developed spatial intelligence excel in the mental interpretation of objects[9,32,33]. They tend to be good drawers or artists, enjoy building things, and are good at brain games such as chess, where it is necessary to apply spatial intelligence to plan possible moves[34].

The set of cognitive skills to which it gives expression is somewhat hazy and difficult to distinguish from other forms of intelligence, but in short it, can be said that intrapersonal intelligence refers to the degree to which we know the inner aspects of our own way of thinking, feeling and acting. In other words, it represents our ability to know ourselves and to intervene in our own psyche, in a broad sense. Interpersonal intelligence, on the other hand, gives us the ability to see beyond, to perceive what other people do not see because it goes unnoticed[14,20,35]. People with interpersonal intelligence go beyond the words that are spoken and can understand the meaning of other people's gestures or looks and are able to understand and empathize with it. This allows them to adapt to the environment and relate more easily[10]. This type of intelligence is very useful for

people who work with groups or who help others, such as psychologists, teachers or lawyers. But, in general, it can be used in the personal and professional field to improve communication and relationships with other people[33,36].

Finally, the last classification of multiple intelligences is the naturalistic intelligence. Naturalistic intelligence has the ability to distinguish, classify and manipulate elements of the environment, objects, animals or plants[13]. Thanks to this type of intelligence, students are able to recognize the differences between species, groups of people or objects and understand how they relate to each other. Naturalistic intelligence is considered to have developed in early human times, when survival depended on recognizing useful and dangerous species, observing the climate, recognizing the terrain and expanding the range of resources available for food[15,37]. In general, people with high naturalistic intelligence have the following characteristics: they manifest a desire to understand how things work, are concerned about the environment and like to be in contact with nature, among others[23].

3.2. Diagnosis of auditory abilities

The development of listening comprehension in English encourages students to interact with aspects of the language, which then allows for the integrated development of the rest of the language skills. In this sense, there is a group of listening comprehension strategies and sub-skills that not only facilitate comprehension, but also motivate language learning at different levels of study. This should be done in an extensive and intensive form, since in this way the student can improve his skills and obtain valuable language information through a combination of materials and procedures of extensive and intensive listening, so should also be reading, it happens because through this you can get the maximum benefit and reference speaking, says that the ability to speak fluently presupposes not only the knowledge of the characteristics of the language, but also the ability to process information and language. Among the elements necessary for auditory production, it is said that effective speakers of English need to be able to produce phonemes individually and use them fluently, so the student should be involved in activities that help improve speaking. The goal of the speaking component of a language class should be the acquisition of real oral communication skills both in and out of the classroom.

Currently, most of the information on academic scientific articles is written in English and in a few years a large part of people will be immersed in educational institutions interested in learning the English language. For this reason, preparing students to be communicatively proficient in English is a priority for education systems. As such, English language instruction involves the development of four basic skills: listening, speaking, reading, and writing. The integration of these skills is fundamental to learning, therefore, it is essential for teachers to employ activities that facilitate communication in school and out-of-school contexts. In this way, students will be able to understand and produce in the foreign language. The essential task of English teachers is to provide students with the possibility of developing communicative tasks that promote language proficiency. However, the activities used do not always integrate the four language skills, or focus more on the development of writing and reading comprehension than on oral production and listening comprehension.

According to the students interviewed, in none of the cases is attention paid to the use of English in the extracurricular context for the development of listening comprehension, nor are post-audition activities considered to be performed in their free time, i.e., in the extracurricular context. This is believed to be one of the main reasons why they do not improve their listening skills. Listening comprehension is one of the most important skills, since it leads to the development of other skills. Each individual listens differently and, therefore, there are various sub-skills that depend on the reason or purpose of the educational institution. These sub-skills include: listening to extract the

general idea, listening to extract specific information, listening to extract details, intensive listening and extensive listening.

Listening comprehension involves multiple processes that include understanding and assigning meaning to speech. These include recognizing the sounds of speech, understanding the meaning of words, and understanding the syntax of the sentences in which it is presented. Also, this process involves shifting meaning from an utterance to a question, and makes relevant inferences based on context, real-world knowledge, and specific attributes of the speaker, e.g., what information the speaker has access to and what is likely to be speaking. For longer stretches of language or speech, listening comprehension also involves significant demands on memory to keep track of the causal relationships expressed within the speech, it is an important skill to develop, and it is not just listening to what is said, but the ability to understand the words and relate to them in some way.

It is important to mention the main elements that are part of listening comprehension, among them are: speech perception, word recognition, sentence processing, constructing the literal meaning of a sentence, retaining information in the short term, recognizing cohesive resources in speech, inferring implicit meaning and intent, and predicting what should be said. The primary goal of listening comprehension in the classroom is for students to learn to function successfully in real-life listening. Moreover, there is no single way to do a listening skills lesson, as this depends on different factors such as the objective, the type of text, and the level of the students. On the other hand, it is important to mention that many of the activities and tasks performed in the classroom engage several intelligences simultaneously. For example, performing a group choreography will work mainly body intelligence, but also musical and interpersonal intelligence.

3.3. Guide with activities to improve listening skills

Strategies and materials for teaching English must be adapted to each individual since it has been proven that not all students learn in the same way. It should also be mentioned that the English language is directly related to Linguistic intelligence but not all students will have strength in this intelligence because each student has a more developed intelligence than another. As mentioned in the previous section, it is important to detect which intelligences predominate in each student, to help strengthen and enhance them in order to achieve more effective learning (Table 4). On the other hand, Multiple Intelligences promote the autonomous learning of students because when they become aware of the skills they have, it is easier for them to understand and process any topic or concept that is presented to them. This table presents some of the activities that should be carried out to improve the auditory skills of students in the second semester of the ESPOCH tourism career.

Table 4. Strategies that will improve listening skills in English depending on the type of intelligence.

Type of intelligence	Activity	Materials
<i>Linguistics</i>	This type of intelligence is enhanced with: creative writing, group reading; conferences, lectures, debates and exhibitions. For this type of intelligence, it is recommended to make presentations of topics such as personal presentations, with photographs to facilitate auditory comprehension. At the end of the presentation, students should be asked what most caught their attention from what was presented by their classmates.	Flipchart
<i>Musical</i>	To improve listening through musical intelligence, it is proposed to listen to a song accompanied by printed images, in which a topic of interest to the	Speaker and images

	students is discussed. The intention of this activity is that the students know the theme, learn the pronunciation and strengthen the auditory system.	
<i>Logic-Mathematics</i>	Solving problems, sequences or putting sentences or drawings in the correct order is ideal to enhance logical-mathematical intelligence. To activate the auditory system in this type of intelligence, it is ideal to print images of different categories. For example, animals: birds, mammals, reptiles. They must listen to the name of the animal and choose the correct image and classify it.	Printed images, poster
<i>Corporal Kinesthetic</i>	Art activities, dramatizations or physical exercise. One activity could be to place a piece of paper in each corner of the classroom with a category, for example, colors, animals, objects and fruits. The teacher should describe and the students should go to the correct category.	Paper, marker, tape
<i>Space</i>	Drawing and design or photography, maps and diagrams. Visual materials are important in this type of intelligence. One activity is to send students as homework to elaborate a poster or infographic and present the topic of their choice to the class.	Overhead projector, posters, flipchart, masking tape
<i>Intrapersonal</i>	Self-assessments, doing readings that encourage taking a position on a problem. Here, extracurricular activities are performed, such as sending a research article to read and asking for a summary of the topic of your choice.	Internet, notebook, pen
<i>Interpersonal</i>	Group activities, talks and communicative exchanges help to enhance this type of intelligence. The proposed activity is to form groups, 2 members of the group must describe a famous artist and the rest of the members must guess who it is.	Oral expression
<i>Naturalist</i>	Nature activities, organize an outing to a park and each student will describe something they see in the park and the rest must guess what the thing, animal or person is.	Park, oral and corporal expression

According to Gardner's classification of multiple intelligences, it is important to mention that each of them emphasized the Learning of English as a foreign language. That is, each of the activities presented in the table above have the objective of strengthening and enhancing the students' listening skills in English, making learning an English learner easier and more fun. In order to acquire English language skills the student must develop vocabulary, encoding, phonemes, concepts, and all aspects of grammar and finally memorization. It was determined that dynamic activities generate more enthusiasm in the students and that helps in the comprehension of English.

3.4. Socialization

The results of the present investigation were socialized with the students of the tourism career and English teachers of the ESPOCH Orellana branch. The socialization was carried out in three sessions (Table 5), the main objective of these sessions was to present the results of the present study. To meet the expectations of the webinar, the topics to be addressed in the three sessions

were proposed, i.e., each session presented a specific objective which was socialized with the viewers.

Table 5. Webinar sessions.

Sessions	Objectives
1	Explain the importance of multiple intelligences in improving English language learners' listening skills.
2	Mention the main listening skills of the English language in adult learners.
3	Teach the guide with activities that will improve students' listening skills and perform dynamics described in the guide.

In the first session, the importance of multiple intelligences with respect to the teaching of a foreign language, in this case English, was discussed. It was a very dynamic session, in which the eight theories of intelligence according to Gardner were discussed. As a result of the first webinar, enthusiasm was observed in the students, hearing that each person can excel in one or more of the intelligences proposed by Gardner made them wonder with which of them they feel more affinity and thus be able to enhance that intelligence. At the end of the first session, the students were asked if they were aware of this theory and they stated that they had not heard of it and that their teachers did not conduct tests to identify the type of intelligence of each student. The second session lasted an hour and a half, and the main auditory skills that adult learners present when learning a foreign language were presented. Several participants identified that they present one or more of the skills described in the presentation, mentioning that they believe it is of great help to improve their learning in English.

Finally, in the last session, the guide with activities to improve the learning of English in the students of the tourism career of ESPOCH was taught, the guide presented was short but concise, the activities were dynamic to generate interest in students and make learning a fun and participatory activity. The last webinar was directed more to teachers so that they can apply the different activities. Seeing that there is an easy and fun way to teach their students to improve their listening skills in English, the teachers committed to apply the guide in their classes. On the other hand, the students also committed to do extracurricular activities in order to improve their level of English.

4. Conclusion

The theory of intelligences explains that not all people are the same, nor do they learn in the same way, so it is important that education is adapted to each person, since not everyone benefits from the same type of learning to the same extent. In this scenario, the teacher becomes a guide who teaches the student to recognize his or her main intelligences and helps him or her to use them to learn better. Information and communication technologies can contribute a lot to the achievement of this objective, since they allow this personalization and, thanks to them, teachers can adapt education to what their students need. The theory of intelligences, according to Gardner, totally rejects the traditional concept of intelligence and the methods to measure it. He mentions that intelligence is a plural expression, hence the name of his proposal of multiple intelligences. That is to say, that people possess different capacities that can be enhanced.

Today, most people around the world use English within the scientific and academic context. For this reason, preparing students to master conversational English is a priority for education systems. In no case is attention paid to the use of English in the extracurricular context to develop listening comprehension and that post-listening activities are not

considered to be done in their free time, i.e., in the extracurricular context. When a student develops her listening skills, she tends to effectively develop other skills such as; speaking, listening, and writing. The development of this skill needs a systematic process since it is not only about perceiving sounds but also about paying attention to aspects of speech and understanding of a message, listening to the big picture and listening deeply.

Education in general must be adapted to each person, because not everyone is the same, nor does everyone learn in the same way. Every human being has a more developed intelligence than others. English is a language, so it has always been associated with linguistic intelligence. However, not all students have an outstanding linguistic intelligence. Among the proposed activities are: presentations on topics such as: personal presentations, accompanied by images to facilitate oral comprehension. Finally, students should be asked what attracts their attention more than what their classmates exhibit. Also, solving problems, sequencing or putting sentences or drawings in the correct order is ideal for improving logical-mathematical intelligence and the auditory system. Finally, in the socialization it was possible to obtain the commitment of teachers and students at ESPOCH to apply what was exposed in the webinar, in order to improve the auditory skills of students.

One of the limitations of the study was the lack of previous research studies on the subject; referencing and criticizing previous research studies forms the basis of the literature review and helps lay the groundwork for understanding the research problem being investigated. To assume the aforementioned, the main international databases have been extensively reviewed. Finally, based on this limitation, the opportunity is given to identify new gaps in the literature and consequently new research.

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