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SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT**



**Graduation Work**

**Multiple Intelligences and Humanistic Theories on Foreign Language  
Teaching-Learning Process**

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## Introduction

How do human beings learn? Are there certain basic principles of learning that apply to all learning situations? Is one theory of learning better than another? The concern of this work is about the study of learning theories, particularly multiple intelligences and humanistic theories. These new trends in learning argue that there is more than one way to learn, more than one way to be “intelligent”. Besides that, they explain that learning is influenced not only by cognitive but also affective and linguistic factors. These processes involve how learners process knowledge through mental and intellectual capacities, and how their feeling and attitudes influence the learning process.

Traditional theories of learning all attempt to describe Universal human traits in learning. They explain globally rather than individually the differences across individuals in the way they learn. Today, the most significant discoveries last trends in learning have made, are those describing that even though, we all display inherently human traits of learning, every individual approaches problems or learns information, perceives, filters, stores and recalls such information from a unique perspective. Multiple Intelligences is a theory which deals with cognitive variations in learning. Besides that, the importance of psychology is being recognized by current theories. Humanistic theory, on the other hand emphasizes that the individual in education is first a human being, then a learner. Therefore, affectivity is a strong factor in determining students’ success. For all this, the integration of multimodal learning approaches and affective factors on foreign language teaching optimize students’ learning process.

# Objectives

## General Objective

To carry out a bibliographic research about learning theories: Multiple Intelligences and Humanistic Theory, in order to explain the benefits of applying such theories on education, especially in the process of teaching-learning a foreign language.

## Specific Objectives

- To know the different types of multiple intelligences proposed by Gardner in his theory.
- To find out the role humanism plays in education.
- To identify the different learning styles regarding current learning theories.
- To determine to what extent the contributions of current learning theories are applicable on second language teaching field.

## **Justification**

It must be a concern for teachers to be aware on how learning theories view the learning process. The concern of the present bibliographic essay is to explain through Multiple Intelligences and Humanistic Learning Theory, how communicative competence is best achieved by giving due attention to multimodal learning approaches and affective factors as to help students to successfully develop such competences. The decisions that teachers are required to make in terms of methodology are all driven by the content, the goal of instruction, students' age, etc. But the knowledge on how the student best learns is also a major factor in the decision about how to teach, such knowledge will enable teachers to choose the most appropriate classroom technique, to carry it out with confidence and to evaluate its utility at the end of instruction. As future teachers we consider that the knowledge and the implementation of multiple intelligences and Humanistic Learning Theories will contribute to students' language learning.

## **Multiple Intelligences and Humanistic Theories on Foreign Language Teaching-Learning Process**

Language learning and teaching center on language itself and on how learners deal with the complex linguistic system. Therefore, the goal of a language classroom according to Brown (1994) is to develop in students' communicative competence which means the individual's ability to produce language (performance) and to get knowledge of grammar rules and how the linguistic system of a language operates (competence). Brumfit (1995) states: "Real advances in the levels of linguistic competence achievable by pupils, however, will only come about from a better understanding of the processes involved in language use and choice". An understanding of cognitive variations in learning or styles can help reinforce the process of becoming communicatively competent. According to Banner and Rayner (1997), an individual pupil's approach to learning is central to educational achievement and teachers' awareness and response to this approach is equally crucial for success in the classroom.

In classrooms where multimodal learning approaches are emphasized, lots of benefits are achieved for both students and teachers. Multiple Intelligences theory holds that while all of us possess the full spectrum of intelligences, most people appear to excel within one or two. However if the learning is to be optimized, teachers must create environments that foster the development of all the intelligences by expanding the repertoire of teaching strategies, so that the opportunities for learning in different ways are increased.

Research has shown that when individuals have materials presented which match their own style they consistently achieve better results, (Thompson and Hagger, 1989). Therefore, when delivering instruction through multimodal means teachers are not only encouraging learners to build on existing or preferred strengths but also they are expanding students' learning style repertoire and as a result they will be more empowered to learn in a variety of learning situations. Besides that, according to Linda Campbell and Bruce Campbell (2004), frustration and academic failure is reduced when teachers present information in numerous ways, offering students multiple options for success.

According to Multiple Intelligences Theory, everyone is talented in some areas and challenged in others, such a belief means that everyone has to work hard at some subjects. For those students who do not readily excel at linguistic tasks, for example, extra effort is needed. Campbell and Campbell (2004) point out that, by rotating through the eight intelligences, all students can be challenged to confront their weaknesses and enjoy working through their strengths. Once teachers are aware about the importance of integrating multimodal learning strategies into their lessons, they must keep in mind that, cognitive variations in learning explored through Multiple Intelligences theory are in turn, influenced by affective process. Humanistic theory explains that if learners feel confident and experience low anxiety they are likely to perform well. Because cognitive and affective aspects of learning may interact to share responsibility for learning outcomes in order to produce optimal results, multimodal learning approaches and affectivity must be integrated in such process.

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## **I. Multiple Intelligences Theory**

Professors Linda Campbell and Bruce Campbell (2004) discovered in 1999 when writing their book *Multiple Intelligences and student achievement*, students thrive in classrooms that emphasize rigor and multimodal learning approaches. They adopted Gardner's theory to apply it in the education field for integrating it into standards-based instruction. Multiple Intelligences theory proposed by Howard Gardner in 1983, is a theory that deals with cognitive variations in learning. It explains the wide variety of abilities or intelligences human display that help learners master given information through different approaches. Linda and Bruce Campbell call these intelligences, multimodal learning approaches. Multiple Intelligences theory, argues that intelligence, as it is traditionally defined, does not sufficiently encompass the wide variety of abilities human display.

Howard Gardner (1993) argued that human possesses a number of distinct intelligences that manifest themselves in different skills and abilities. All human beings apply these intelligences as tools for learning, problem solving, and creating throughout life.

### **I.1 Gardner's Taxonomy**

There are eight types of intelligences; each of them consists of a set of abilities which are tools for learning. Learners possess varying amounts of the eight intelligences and combine and use them in many areas.

*Verbal-Linguistic-Intelligenc* consists of the ability to use language effectively both orally and in writing. It involves the knowing which comes though language,

through reading, writing and speaking. Verbal-linguistic learners exhibit ability to learn others languages, and use this linguistic abilities to remember, communicate, discuss, explain, persuade, create knowledge etc. Gardner suggests that language is a preeminent instance of human intelligence that has been indispensable to human society.

*Logical-Mathematical Intelligence.* The ability to use numbers, math, and logic to find and understand the various patterns that occur in our lives. It makes it possible to calculate, quantify, consider hypotheses and carry out complex calculations. A person with well-developed logical-mathematical intelligence is likely to demonstrate skill at logical problem-solving, he or she is familiar with the concepts of quantity, time and cause and effect, perceive patterns and relationship, poses and tests hypotheses, etc.

*Visual-Spatial Intelligence.* The ability to recognize form, space, color, line and shape to graphically represent visual and spatial ideas. It enables one to perceive external and internal imagery, to recreate, transform or modify images, to navigate oneself and objects through space, and to produce or decode graphic information.

*Bodily-Kinesthetic Intelligence.* The ability to use the body to express ideas and feelings and to solve problems. Learners with Body-Kinesthetic intelligence learn better by getting up and moving around, they are good at physical activities, enjoy acting and performing, good at building and making things.

*Musical Intelligence.* The ability to recognize rhythm, pitch and melody. Musical learners display greater sensitivity to sounds, rhythms, tones and music. They are able to sing, play music instruments, and compose music. They will often use

songs, or rhythms to learn and memorize information, and may work best with music.

*Interpersonal Intelligence.* It is the capacity to understand and interact effectively with others. Interpersonal learners tend to be extrovert, with ability to cooperate in groups and empathize easily with others.

*Intrapersonal Intelligence.* It refers to the ability to construct an accurate perception of one self and to use such knowledge in planning and directing one's life. Intrapersonal learners like to work alone, they are self-reflective and self-aware and thus they tend to be in tone with their inner feelings, values, believes and thinking processes.

*Naturalist Intelligence.* It consists of observing patters in nature, identifying and classifying objects, and understanding natural and human-made systems.

## **I.2 Teaching and Learning Foreign Languages through Multiple Intelligences**

Because multiple intelligences are tools for learning, language learning can be optimized by fostering the development of all the intelligences. While most people possess the full spectrum of intelligences, Gardner notes that most people appear to excel within one or two intelligences. However, neurophysiologists Marian Diamond (as cited in Campbell and Campbell, 2004) noted that the brain can change structurally and functionally in response to learning and experience, for better or worse. Throughout life we can continue to develop enhanced mental abilities in environments that are positive, nurturing, stimulating and interactive. Therefore, Campbell and Campbell (2004) maintain that students must have

opportunities for the creative exploration of their individual interests and talents while also learning valued skills and concepts through multimodal means. The theory of Multiple Intelligences suggests that teachers integrate multimodal learning strategies into their lessons. This provides students with several opportunities to access information and challenges teachers to work in new ways.

### **I.3 Activities to Be Applied in a Multimodal Learning Classroom**

Some activities to expand pedagogical repertoires suggested by Dee Dickinson, Campbell and Campbell (2004) on their book Teaching and Learning through Multiple Intelligences include the following lists which are classified by Intelligences:

***Linguistic Menu:*** use stories, conduct debates, writes poems, short plays, articles, etc., give presentation, lead class discussions, conduct interviews, etc.

***Logical- Mathematical Menu:*** categorize facts, describe patterns, use diagrams to explain, use technology to calculate, etc.

***Kinesthetic Menu:*** roles play or simulate, choreograph a dance, etc.

***Visual Menu:*** use charts, maps, clusters, or graphs, create advertisements, use the overhead projector to teach, etc.

***Musical Menu:*** write song lyrics, use background music to enhance learning, etc.

***Interpersonal Menu:*** conduct meetings, participate in groups, use social skills to learn, teach someone else, give and receive feedback in any topic, etc.

***Intrapersonal Menu:*** describe qualities that will help you successfully complete a given task, describe how you feel about any situation, do projects of your choice, etc.

**Naturalist Menu:** collect and categorize data, compare phenomena, invent categories, explain how a plant or animal species resembles, identify relationship on something, specify the characteristics of something, attend an outdoor field trip, etc.

Doctor Gardner (2004) says that our schools and culture focus most of their attention on Linguistic and Logical-Mathematical intelligences. Although these intelligences have been proven highly valuable in western society and are often credited with guiding the course of human history, Gardner contends that Logical-Mathematical intelligence is not necessarily superior to other intelligences neither it is universally held in high esteem. There are diverse problem-solving processes inherent in each of the intelligences. Each possesses its own ordering mechanism, principles, core operation, and media that logical-Mathematical intelligence cannot necessarily address. Therefore, through a mixture of the aforementioned activities into specific subject areas, teachers can foster the development of all the intelligences and all students can be challenged to confront their weaknesses and enjoy working through their strengths.

Multiple Intelligences can be applied in every subject matter area, at every grade level, but, teachers must not only adapt the most appropriate activities of each intelligence into a specific subject, but also it is beneficial to discuss with students and to identify the potential benefits of new classroom activities. Gardner (1994) attaches important attributes to the notion of intelligence, attributes that could be crucial to second language success. For instance, musical intelligence could explain the relative ease that some learners have in perceiving and producing the intonation patterns of a language. Neurologists have found that musical and

language processing occur in the same area of the brain, and there appear to be parallels in how musical and linguistic syntax are processed. (Maess & Kolesch, 2001)

Bodily-Kinesthetic modes have been discussed in connection with the learning of the phonology of a language. Interpersonal Intelligence is of obvious importance in the communicative process, since this way of knowing develop a whole range of social skills that are needed for effective language learning. Verbal-Linguistic Intelligence can assist learners to develop different linguistic skills learning a foreign language requires: writing, reading, speaking. When doing so, students will be both aware and will take advantages of the opportunities to learn what they are learning through kinesthetic means for instance.

After having discussed the Multiple Intelligences theory, now it is crucial to turn attention to some aspects that are more central to the emotional processing of human beings and that are transcendental to be taken into consideration in the teaching –learning process. Through humanistic theory it can be inferred that in such process there should be harmony between cognitive as well as affective factors, since both share responsibility for leaning outcomes, in order to produce optimal results.

## **II. Humanistic Theory**

Humanistic Theory is a new trend in learning. Its prominent figures are Erik Erikson, Abraham Maslow (1968), and Carl Rogers (1969) among others. Humanism emphasizes the importance of the inner world of the human being and places the individual's thoughts, feelings, and emotions at the forefront of all human developments. Daniel Gjoleman's Emotional Intelligences (1995) for instance, is

persuasive in placing emotion at the forefront of intellectual functioning. The management of even a handful of core emotions anger, fear, enjoyment, love, disgust, shame and others drives and controls efficient mental or cognitive processing. Even more to the point, Goleman, argued that “the emotional mind is far quicker than the rational mind.”

## **II.1 Humanism in Education**

According to Longman Dictionary of Applied Linguistics (Jack C. Richards, Richard Schmidt, Third edition 2002): “Humanistic approach is a language teaching method which emphasizes humanism as the most significant element in the teaching process”.

According to Wang (1970), the receiver in education is first a human being, then a learner. If a person cannot satisfy his basic needs physically and psychologically, he will surely fail to concentrate on his learning process whole-heartedly. Since affection is not only the basic needs of human body, but also the condition and premise of the other physical and psychological activities, it will be teachers' task to drive positively affective factors that are present in all learning process.

According to Roger's humanistic psychology, what is needed in education, is for teachers to become facilitators of learning through the establishment of interpersonal relationships with learners. So that, students and teacher join together to facilitate learning in a context of valuing and prizing each individual in the group. In such a surrounding each learner lowers the defenses that prevent open and interpersonal communication, since the teachers' role in this process should facilitate a less formal learning environment in the classroom by placing

himself among the learners so that anxiety caused by educational context is lessened and the teachers' presence is not perceived as a threat.

## **II.2 Humanism in Language Learning**

Earl Stevick (1980) one of the most important figures for the humanistic approach points out “ in a language course, success depends less on materials, techniques and linguistic analyses, and more on what goes on inside and between the people in the classroom.” The process of learning a foreign language is affected by learners' feelings toward the language. Sometimes, teachers do not realize that some learners are not motivated enough to learn the language while others get confused or even depressed when attempting to develop the language. Teachers go straight to teach no matter what learners can be going through concerning their feelings toward the second identity and the second culture. Teachers must take into account that “language learners experiment a sense of fragility when they go through a period of adaptation to the second language or second identity” (Brown, 1994). Therefore, teachers need to provide learners all the affective support during their process by displaying patience and understanding, give them assurance and create an atmosphere in the classroom that encourages learners to try out the language. The humanistic point of view suggests that language learning should be interpersonal and student-centered. Therefore, affective factors must be well handled.

## **II.3 Some of the Affective factors influencing learning**

This section turns attention to some factors that are more central to the emotional processing of human beings. These affective factors are present in all learning

process. They can influence either positively or negatively. Regardless of the learner situation concerning their emotions, teachers are called on to sustain self-confidence for instance, where it already exists and to build it where it doesn't.

**Anxiety:** is perhaps, the most pervasively obstructive factor in learning process. Anxiety makes learners nervous and afraid and thus contributes to poor performance. Eysenck (1979) says that "the feeling of fear and nervousness are intimately connected to the cognitive side of anxiety or worry, and worry will waste energy that should be used for memory or processing on a type of thinking which in no way facilitates the task at hand."

As students are learning a second language they experience what is called language anxiety. This phenomenon falls into two categories: state anxiety and trait anxiety. State anxiety appears in response to a particular situation or event. For example, as students is asked to perform an action or to make an oral speech before the class. At this time, the anxiety is in a passing state. Ideally, as time goes on, this anxiety will diminish in degree. But if it occurs repeatedly, then it becomes a trait anxiety. Once the anxiety becomes a trait one, it will hinder language learning. Teachers must avoid this situation to happen.

**Self-esteem:** at the heart of all learning is the condition that a person believes in his or her own ability to accomplish the task. According to Brown (1994), the eventual success that learners attain in a task is at least partially a factor of their belief that they indeed are fully capable of accomplishing any task. Therefore, self-esteem is a basic requirement for successful cognitive and affective activity. Cognitive learning is fostered in an atmosphere in which self-esteem is promoted. Normally, successful language learners have higher self-esteem than

unsuccessful ones. Teachers must promote self-esteem by giving ample verbal and non-verbal assurance to students. It helps student to hear a teacher affirm a belief in the student's ability.

**Language-ego:** language ego refers to the relation between people's feelings of personal identity and aspects of their first language. "As human beings learn to use a second language, they also develop a new mode of thinking, feeling, and acting—a second identity. The new "language ego", intertwined with the second language, can easily create within the learner a sense of fragility, a defensiveness, and a raising of inhibitions", Brown (1994). Because of that, all second language learners need to be treated with affection, patience and understanding, and teachers also must help such learners to understand that the confusion if not depression of developing that second self in the second culture is a normal and natural process.

**Attitude:** means the way that you think, feel or behave. Attitudes are part of one's perception of self, of others, the culture, etc. Learners' attitudes toward the second language community and culture influence their curiosity and attention to second language. Negative attitudes usually emerge from insufficient knowledge, misinformed stereotyping, and also from one's indirect exposure to a culture or group through television, movies, news media, books and other sources that may be less than reliable. The second language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation and in all likelihood, because of decreased input and interaction to unsuccessful attainment of proficiency. Positive attitudes toward self, the native language group, and the target language group enhances proficiency in language (Oller, Hudson 1977). Whenever learners learn a language, they also learn a complex system of cultural

customs, values and ways of thinking, feeling and acting (Brown 1994). For learners to have a positive attitudes toward all these elements, teachers must discuss cross-cultural differences with their students, emphasizing that no culture is "better" than another, but that cross-cultural understanding is a important facet of learning a language.

**Motivation:** motivation refers to the extent to which the individual works or strives to learn the language, because of a desire to do so and the satisfaction experiences in this activity. (Gardner 1985). Gardner and Lambert (1959-1972) have highlighted two different types of motivation: Integrative and Instrumental motivation. The former occurs when the learner wants to be part of L2 group or when he wants to communicate with the members of the L2 community. The later occurs when the learners' purpose of learning is to reach some practical goals such as passing an exam or getting a good job in the future.

Motivation can also be divided into extrinsic and intrinsic ones (Arnold 2000). Extrinsic motivation comes from the learners' desire to get external reward or the avoidance of punishment. While intrinsic motivation comes from the learners' internal factors, because the learner regards L2 learning as a means to acquire knowledge and satisfy his curiosity and interest. Teachers must promote motivation by breaking the monotony of learning strategies, increasing the involvement of the students, etc. This because motivation is an important affective variable in second language acquisition.

### **III. Analysis on Multiple Intelligences and Humanistic Theories**

Learning theories view the learning process from varying perspectives. They base their explanation on their own definitions of learning. The former includes mostly cognitive considerations while the second theory has more of an affective focus than a cognitive one. Multiple Intelligences theory (2004) holds that all humans possess at least eight different intelligences that manifest themselves in different skills and abilities, and those in turn, represent a variety of ways to learn and demonstrate understanding. So, for this theory, learning is the result of the implementation of such intelligences in a given situation. On the other hand, Humanistic theory is based on the principle that affectivity is the basic need of human body, so if a person cannot satisfy his basic needs physically and psychologically, he will surely fail to concentrate on his learning process. Therefore, for learning to take place, sensitivity to human feelings and emotions must be present. For all this, if we are asked how do human beings learn? Is one theory of learning “better” than another? Some theorists argue that there is more than one way to learn. Learning can be understood in many different ways, which is why there are so many different theories, extended definitions and school of thought on the topic of learning. On the other hand, there is neither better nor worse learning theory since each of them provides important implications for classroom instruction. So rather than functioning as prescribed teaching methods, curriculum or techniques, they are tools, ways, guides to help students enhance their learning process (Christison 1999). Teachers, therefore, will have to make judgments about different theories and take advantage of the best synthesis of theories and evaluate the strengths and weaknesses of each theory of learning.

## **Conclusions**

The theory of Multiple Intelligences can help teachers to improve instruction in many ways. Once teachers are aware of the different ways in which students may demonstrate their understanding of material, they can use the Multiple Intelligences Theory as a tool to help students develop a better understanding and appreciation of their own strengths and learning preferences. They can use it as a guide for developing classroom activities that address multiple ways of learning and knowing. In addition, teachers can use it as a tool to develop a better understanding of learners' intelligences.

In second language classrooms teachers must create environments that foster the development of all the intelligences. Learning a language requires to master different skills, therefore, teachers must expand pedagogical repertoires by including activities that address the variety of intelligences. If teachers present information in numerous ways they offer students multiple options for success. At the same time, students are challenged to confront their weaknesses and enjoy working through their strengths. If intelligences are to be fostered, besides to expand pedagogical repertoires of activities, teachers must be aware that the implementation of such activities must be developed within an interpersonal and student-centered classroom environment. First of all, this means that teachers must create a less formal learning context in the classroom by placing himself among the learners, so that, the teacher's presence is not perceived as a threat and students will feel confident and experience low anxiety and as result they will perform well. Besides that, teachers should provide a personalized education by monitoring each student's learning styles, interests, needs, etc., and provide them all the affective support during their learning process since when applying multiple

intelligences theory, students will be challenged to confront their weaknesses. Patience and understanding of teachers will ease the process.

“Language learners experience a sense of fragility when they go through a period of adaptation to the second language or culture” (Brown, 1994). Therefore, the application of multiple intelligences theory will only be transcendental or meaningful if a role is assigned to affectivity. That is to say teachers must be especially sensitive to any students who appear to be depressed and do what they can to assist them. Among other implications of humanistic theory include the use of some strategies like: praise students for making sincere efforts to try out the language, make the learning process more stimulating and enjoyable by breaking class monotony, make the task more interesting, increase the involvement of students, etc.

For all mentioned before, both Multiple intelligences theory and Humanistic theory complement each other in the teaching-learning process. Because theories that are based only on cognitive considerations omit the most fundamental side of human behavior. According to Ernes Hilgard,1963 ( as cited in Brown, 1994), well known for his study of human learning and cognition, purely cognitive theories of learning will be rejected unless a role is assigned to affectivity. So teachers have to apply the best of both theories in order to provide students with the best possible opportunities for learning.

# **Recommendations about Multiple Intelligences and Humanistic Theories**

## ***For teachers:***

Create environments that foster the development of all the intelligences. Teachers must expand pedagogical repertoires by including activities what address the variety of intelligences. If teachers present information in numerous ways, they offer to students multiple options for success, at the same time, they are challenged to confront their weaknesses and enjoy working through their strengths.

Establish an interpersonal and student-centered classroom environment. Teachers must create a less formal learning context in the classroom, by placing himself among the learners, so that the teacher's presence is not perceived as a threat and students will feel confident and experience low anxiety and as a result they will perform well. At the same time, teachers provide a personalized education as suggested by Multiple Intelligences theory, as they monitor each student's interest, needs, learning styles, etc.

Provide learners all the affective support during their learning process when applying Multiple Intelligences theory, students will be challenged to confront their weaknesses, in here, patience and understanding of teachers will ease the process. Besides that, praising students for making sincere efforts to try out the language.

Keep students' motivation. Teachers have to make the learning process more stimulating and enjoyable by braking the monotony of learning, making the tasks more interesting, increasing the involvement of the students, etc. this because according to humanistic theory, motivation is transcendental for students success.

***For students:***

Be prepared to expand your learning style repertoire. Students must be willing to participate in all the activities developed in the classroom since each activity helps them to enhance different skills.

Discover your own learning styles, since this will help you to have a clear direction to follow and improve better their learning process. The knowledge of learning styles is important for students because there are some techniques and strategies which are helpful for each learning styles. Using the adequate techniques that match with students' preferences of learning, help them, since they can overcome challenging situations, or obstacles and master difficult material on second language learning, so the learning will be easier.

## **Methodology**

In order to carry out the present bibliographic essay on Multiple Intelligences and Humanistic Learning Theories, it was necessary to follow these steps.

First, we selected a topic. For this it was necessary to establish the research interest which was how people learn, then such interest was narrowed into “Multiple Intelligences and Humanistic Theories on Foreign Language Teaching-Learning Process”.

The second step was to search the literature. This meant previewing, selecting and organizing the most appropriate material that provided the strongest evidence to support the thesis. For so doing, some reading techniques such as scanning, skimming, mapping were used. As part of the literature search, it was also necessary to use the Internet to get more information. Besides that, bibliographic entry cards were prepared.

Third step consisted on developing the arguments. At this point, the relevant data was organized; this helped us find out facts to support the thesis statement.

Fourth step was to survey the literature. First, the fundamental knowledge about the topic was gathered. Then, the collected data was assembled, the information was synthesized and the patterns of the data were analyzed.

Fifth step was to critique the literature. This step implied to interpret the implications of theories mentioned for the education field in general and particularly

for the L2 teaching-learning process in order to determine how this knowledge answers the research question.

Finally, the review was written. We followed those steps mentioned before and we presented a final report about the learning theories that support the thesis statement through composing, molding and refining the content.

## Recommendations about Graduation Process

Based on the work we have done about learning theories, we respectfully suggest the following recommendations:

- ✚ The graduation process must be well planned and organized since the beginning, so that changes do not occur.
- ✚ Advisors must take responsibility to help students throughout the process.
- ✚ Advisors have to explain clearly the observations made on every draft.
- ✚ Advisors have to be flexible when evaluating.
- ✚ Students must read as much as possible on different bibliographic sources concerning with the topic.
- ✚ Students must devote enough time for the accomplishment of the work.

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