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Enhancing Language Teaching Strategies in an EFL Classroom by Using Multiple Intelligence Instruction

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Autora: Marcela Carolina Gómez Santos

CI: 0107064644

Correo: carolinagsantos12@gmail.com

Director: Lcda. Yola Indaura Chica Cárdenas, Mg.

CI: 0102186772

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Resumen

Esta síntesis de investigación tuvo como objetivo determinar los efectos del uso de la instrucción basada en la Teoría de Inteligencias Múltiples (IM) para mejorar las estrategias de enseñanza de idiomas utilizadas en una clase donde se aprende inglés como Lengua Extranjera (ILE). La información se recopiló de veinte estudios que proporcionaron los aspectos que han sido influenciados por el enfoque de Inteligencias Múltiples (IM). También, se examinó las percepciones de los educadores acerca de la aplicación de Inteligencias Múltiples (IM) en sus estrategias de enseñanza del inglés. Respecto a los criterios de inclusión, los estudios debían ser empíricos, considerando diferentes niveles de educación para indagar el impacto de la instrucción de IM en una comunidad considerable de profesores y estudiantes del ILE. De igual manera, los estudios debían haber sido publicados en un rango de cinco años desde el año 2015. Los resultados demostraron que la instrucción de IM impactó el dominio del idioma, autodesarrollo y motivación de los estudiantes al aprender inglés. También, los educadores reconocieron la efectividad de un enfoque como IM para mejorar sus prácticas de enseñanza, pero la mayoría prefirió evitar su implementación debido a la falta de conocimiento y tiempo. Por último, se propuso una investigación futura donde se involucre a todos los miembros de la comunidad educativa; padres, administradores, estudiantes junto a educadores, y no solo a profesores como se evidenció en los estudios seleccionados.

Palabras clave: Teoría de Inteligencias Múltiples. Instrucción de Inteligencias Múltiples. Estrategias de enseñanza.

Abstract

This research synthesis aimed at determining the effects of using Multiple Intelligences (MI) instruction to enhance the language teaching strategies used in an English as a Foreign Language classroom (EFL). The information was gathered from twenty studies that provided the aspects influenced by the Multiple Intelligences (MI) approach. Besides, the perceptions of teachers about the application of Multiple Intelligences (MI) on their teaching strategies for teaching English were examined. Regarding the inclusion criteria, the studies had to be empirical, considering any educational level to study the impact of MI instruction in a more extensive community of EFL teachers and students. Furthermore, the studies had to be published in a range of five years, beginning from 2015. The results showed that MI instruction impacted the language proficiency, self-development, and motivation of students while learning English. Also, teachers recognized the effectiveness of the MI approach to enhance their teaching practices, however, the majority of them preferred to avoid its implementation due to lack of knowledge and time. Lastly, it was proposed for further research the involvement of all members of the educational community, such as parents, school administrators, students along with teachers, and not only educators as was perceived in the selected studies.

Keywords: Theory of Multiple Intelligences. Multiple Intelligence Instruction. Teaching Strategies.

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M. Carolina Gómez

Marcela Carolina Gómez Santos

C.I: 010706464-4

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Dedication

In the course of my career, my motivation was my father, Wilson, who gave me his unconditional love and taught me the value of serenity and perseverance to accomplish my dreams. Besides, I would like to dedicate this work to my mother, Narcisa, whose strong character and hard-working personality inspired me to face and overcome any difficult situation. To my brother, Miguel, who always saved me from burnout with infinite moments of happiness, demonstrating me the balance between responsibility and amusement.

Over most, my professional, as well as personal growth, would not be possible without the support of my grandfather, Gonzalo, who provided me the tools to construct my future.

Introduction

Ahmad (2020) explains that "multiple intelligence is a natural way to structure learning" (p.256). Besides, Multiple Intelligence instruction has gained importance in the field of education because it contributes to the development of individual characteristics of students, encouraging their active role in classrooms through the use of activities that are correlated with their preferences of learning (Thambu, Prayitno, & Zakaria, 2021). According to Shearer (2020), multiple intelligence (MI) instruction also incentives teachers to appreciate the ideals of their students because "values, beliefs, and ideas are invisible but powerful forces" (p.57). Notwithstanding, the negligence of MI instruction in classes continues due to deficiencies that are considered as barriers to the implementation of this approach (Gürkan & Doğanay, 2019). Then, the purpose of this research synthesis is to determine the effects of applying (MI) instruction on language teaching strategies used in EFL classrooms, which encompasses the perceptions of teachers who prefer neglecting the use of this approach in their classes.

This paper has been divided into the following chapters: the first chapter offers the description of the research, which is composed of the background, statement of the problem, rationale, research questions, and objectives. The second chapter presents the theoretical framework, which involves the theories and definitions that support the present research synthesis. The third chapter proposes the literature review in which twenty studies are described in depth. The fourth chapter encompasses the methodology that explains the process, including the criteria for selecting the studies. The fifth chapter embraces the analysis of the information, dividing the studies into five categories based on the objectives

and the research questions. Finally, the sixth chapter establishes the conclusions and

proposes recommendations for further research.

Chapter I: Description of the Research

1.1. Background

The role of Multiple Intelligence (MI) theory in education has influenced the learning of students, especially those who are learning a foreign language. Gardner (1983) proposed the idea that each individual owns a set of multiple intelligences and highlighted the effects of Multiple Intelligence (MI) instruction in the learning of EFL students. Today, the focal enigma of education is the way students learn and the teaching strategies that do not ease their learning process (Alrabah, Wu, & Alotaibi, 2018). The implementation of MI instruction changes the teaching strategies used by teachers to enhance the academic abilities of students and to create student-centered classrooms (Dolati & Tahriri, 2017; Abbassi, Hassaskhah, & Tahriri, 2018; Gürkan & Doğanay, 2019).

In accordance with Faidah, Fauziati, and Suparno (2019), the performance of teachers in the classroom demonstrates their knowledge and reflects their beliefs, so at the moment, educators care about individual differences of the students, they take their role of facilitators of learning. Regarding individual differences, some students prefer working in pairs, groups, or by themselves, while others students select watching a video, writing, or creating mid maps to retain more information (Çelik, 2015). Then, the understanding of dominant intelligence of pupils allows teachers to help their students in constructing specific goals for their learning, and also in designing activities that suit their necessities in a better way (Gündüz & Ünal, 2016; Tawalbeh, 2016; Şener & Çokçalışkan, 2018).

However, most teachers do not afford this instruction that maximizes the learning of each individual in their classroom due to the lack of knowledge, time, instruments, books,

and the complexity of mixing different activities (Yeganeh, & Dezfouli, 2015; Ernawati, Tsurayya, & Ghani, 2019). This is the reason why good education is a hard challenge for educators because it produces generations of quality only if it is imparted correctly (Yaumi, Sirate, & Patak, 2018). At this point, it is worth mentioning that traditional teaching commonly has negative effects on the skills of students because they follow inefficient language teaching strategies that minimize the achievement of language proficiency (Madkour & Mohamed, 2016).

Then, even though the idea of changing a long-established teaching methodology can be perceived as demanding for teachers, it is hugely beneficial for learners and instructors. In particular, MI instruction is a creative and high-yielding solution to these problems since it encourages teachers to understand the abilities of the students and to select appropriate strategies during their classes (Fayazi-Nasab, & Ghafournia, 2016; Mejía, Mendoza, Zambrano, Loor, & Delgado, 2020). Furthermore, MI instruction has been compared with conventional teaching in the development of the four main skills: writing, reading, listening, and speaking, which are indispensable to master the use of the English language. During this comparison, it has been highlighted the effects of multiple intelligences at the moment of offering education of quality since students feel interested and motivated in learning while their skills are developed. (Gündüz & Ünal, 2016; Alqatanani, 2017; García & Vázquez, 2018; Alilateh &Widyantoro, 2019; Rizqiningsih & Hadi, 2019).

Additionally, the availability of potential instruments such as the Tree of Intelligences (TOI) software facilitates the identification of strong intelligence of students and their less predominant too. Through the use of this tool, teachers can find their initial

point to change their teaching strategies (Garmen, Rodríguez, García-Redondo, & San-Pedro-Veledo, 2019).

1.2. Statement of the Problem

In classroom contexts, teachers neglect the importance of improving their teaching strategies because they are not aware of the predominant intelligence and learning style of their students (Tawalbeh, 2016). This factor decreases the learning of a foreign language, in this case, English. The pupils need to perceive a creative learning program where they receive "the motivation to learn a new language, and it can be reached with diverse activities, strategies, and techniques that can help students to learn according to their differences" (Cárdenas-Sanchez, Ochoa-Jarrín, & Morales-Rodas, 2020, p. 613).

In Ecuador, classrooms are full of heterogeneous students who belong to different educational backgrounds. Although they are grouped according to a specific grade or level, it does not mean that all of them prefer to follow the same process to learn because they may have different experiences with the language. One notable source of diversity is intellectual ability, which refers to the skills associated with intelligence and learning styles. These differences among students affect the way they perceive teaching strategies. In agreement with Cevallos (2017), educators need to adapt their classes concerning the needs of each learner to engage and motivate them to learn.

The main problem in present-day education and the basis for this study is the use of traditional teaching strategies that do not take into account the important characteristics of learners. Most of the time, this is the reason why students feel demotivated about going to school. Also, students may perceive school programs as poorly successful because these do

not appeal to their needs. Therefore, it is fundamental to select a range of strategies that suit these individual differences in the classroom. This vision makes the undeveloped skills of students prosper, so they can feel capable of continuing the construction of their knowledge over time.

1.3.   Rationale

According to Dolati and Tahriri (2017), "the fact that teachers are stronger in one specific intelligence may lead them to use exercises and activities that tap that specific intelligence because of their strength in that intelligence" (p. 1). In other words, the guidance of teachers in classrooms may be influenced by their preferences since they feel more comfortable applying strategies that match their type of intelligence. However, classrooms are not the only place where knowledge occurs; human beings can associate new experiences with older ones to increase their mental ability. Hence, "teachers' responsibility is to offer worthwhile learning experiences by making their teaching strategies interesting and enjoyable for learners" (Ernawati, Tsurayya, & Ghani, 2019, p. 22).

Indeed, Çelik (2015) agrees that "multiple intelligence activities foster the students' active engagement because they are stimulated with attractive activities that appeal to their interests" (p.429). Besides, these activities make students feel part of the class, so they are more likely to continue accomplishing their goals. MI instruction provides the learners with a set of activities in which they can expand their predominant intelligence. In this way, students are able to construct their linguistic knowledge based on the authentic use of the language in experiences because they are stimulated by individual-centered teaching, which

permits the modernization of education by increasing its quality. A significant number of authors have reinforced this idea through their studies, claiming that students are more likely to be successful with activities that appeal to their preferences (Şener, & Çokçalışkan, 2018; Alrabah, Wu, & Alotaibi, 2018).

Notwithstanding, "schools are sometimes unlikely to accommodate students with dynamic learning materials due to several reasons, such as resources and policy" (Wu, Chen, & Huang, 2014, p.3). These conditions make the knowledge of students meaningless because there is not enough attention to their necessities. In some schools of Ecuador, policies have been implemented to generate a change in education, but there is a lack of didactic materials for teaching numerous groups of students (Villafuerte, Soledispa, Delgado, Riera, Pinoargote, Mena, Perez, & Boyes, 2018).

In addition, the perceptions of teachers seem to be contradictory regarding the use of teaching strategies based on a multiple-intelligence model because they think this instruction proposes benefits for learning, but they still prefer using traditional methods of teaching over other methods. After all, classes are overcrowded, and they consider that multiple intelligence-based activities are time-consuming (Aliningsih & Sofwan, 2015). Then, this is the point of changing the type of instruction in the classrooms: to find the equilibrium between the possibilities of teachers and the necessities of students.

This study is essential to identify the effects of multiple intelligence-based instruction on the teaching strategies used in the current situation of learning. Ecuador is a country full of diversity where the classrooms are composed of students with different reasoning. Certainly, teachers need to continue developing methodologies and strategies to facilitate the learning of English, involving the existing individual differences of pupils

(Cárdenas-Sanchez, Ochoa-Jarrín, & Morales-Rodas, 2020). Based on my personal

experience, in the Ecuadorian context, there is a limitation of time and resources. Mainly,

those two drawbacks decrease the absolute involvement of students. Concerning the

teaching aspect per se, it has been influenced by the program established in the curriculum,

but it does not mean that there are not any other alternatives to improve English lessons.

1.4.   Research Questions

After preliminary research from published results, the following research questions

were established:

1. To what extent Multiple Intelligence Instruction enhances language teaching
    strategies in an EFL Classroom?

2. What are the reported perceptions of teachers about the use of MI instruction on
    language teaching strategies?

1.5.   Objectives

1.5.1. General

To determine the effects of using Multiple Intelligence (MI) instruction to enhance the

language teaching strategies used in EFL classrooms.

1.5.2. Specific Objectives

- To identify the impact of MI instruction in EFL classrooms.

- To analyze perceptions of teachers regarding the effects of MI instruction on
  language teaching strategies.

Chapter II: Theoretical Framework

Jean and Simard (2011) claimed that "mismatched objectives may lead students to perceive the teaching as deficient, and teachers perceive their students as unmotivated or uninterested" (p. 468). On the other hand, Kruk and Zawodniak (2018) demonstrated that students feel interested in subjects when they can learn in their preferred manner appealing to their needs. Thus, this research synthesis is based on the Multiple Intelligence Theory, Theory of Learning Styles, Motivation, and Constructivism. These four theories support the value of changing the current teaching strategies applied in the classroom to enhance the learning of English as a foreign language.

2.1. Multiple Intelligence Theory

The Theory of Multiple Intelligences (MI) proposed by Gardner is the most relevant theory for this research. Following Gardner (1983), "human intellectual ability is a set of problem-solving skills for creating effective products that are the basis for acquiring new knowledge" (pp.64-65). Based on the previous idea and how human's abilities are grouped by Gardner, Armstrong (2009) categorized the existing bits of intelligence as: verbal-linguistic, logical-mathematical, spatial, body-kinesthetic, musical, interpersonal, intrapersonal, naturalistic, and existential. Besides, Armstrong (2009) explained that each person has capabilities in all nine intelligences, and they work together to accomplish tasks of daily life, but they function differently in every person. For example, there are some cases in which "people have developed high-level abilities in all the intelligences, or there is a lack of all as a result of a disease or disability" (Armstrong, 2009, p.15). Nevertheless,

Gardner (1983) explained that despite inadequate characteristics difficult the development of all the nine intelligences in individuals, existing skills can be enhanced with the appropriate instruction and enrichment in the classrooms.

2.1.1. Multiple Intelligence Instruction

As explained by Yaumi, Sirate, and Patak (2018), "multiple intelligences-based instruction is a learner-centered learning strategy, which focuses on identifying learners' intelligence, talent, and learning preferences and providing the best way for learning" (p.1). Moreover, Gardner (1983) supported the previous definition explaining that MI instruction looks for the development of general and unique skills with the basis of orienting individuals to identify their human potential and to mature their intelligences.

2.1.2. Typology of Multiple Intelligences

In the light of MI theory, some predispositions simplify the learning of individuals concerning their dominant intelligence. Armstrong (2009) grouped human abilities in the following nine intelligences and provided some teaching strategies available for each intelligence:

Verbal-Linguistic: this intelligence involves the ability to manipulate and create with the syntax, semantics, phonology, and pragmatics of the language. Individuals demonstrate the effective use of words in activities such as storytelling, brainstorming, tape recording, and journal writing.

Logical-mathematical: this intelligence incorporates responsiveness to numbers, functions, logical, and abstract patterns. People with this type of abilities deal better with puzzles, science thinking, creating timelines, and playing math games.

Body-kinesthetic: this intelligence involves physical movement, including skills such as coordination and flexibility. People who belong to this group express themselves by using their bodies in hands-on activities such as role-playing and other physical games like finger painting.

Visual-Spatial: this intelligence incorporates responsiveness to color, shape, and space. Besides, individuals who possess this type of intelligence are capable of creating mental images, charts, and grids. These characteristics are available in activities such as color cues, picture metaphors, and graphic symbols.

Musical: this intelligence involves the responsiveness to recognize, discriminate, and transform rhythm and melody patterns. One meaningful teaching strategy is to play with different melodies guiding the students to form patterns in their minds with what they have learned.

Interpersonal: this intelligence incorporates the susceptibility to facial expressions, voice, and gestures. In addition, individuals tend to feel more comfortable working with others because they perceive the moods and feelings of others, so it is essential to allow them to work in pairs or groups.

Intrapersonal: this intelligence involves a lucid idea of oneself, including motivations, inner moods, strengths, and limitations. Also, the abilities of self-learning, self-understanding, and discipline are highlighted. Thus, learners who demonstrate these characteristics require the opportunity of participating in projects that incentive self-esteem activities.

Naturalistic: this intelligence incorporates the consideration of natural phenomena. It is the capability of classifying and recognizing species of the environment; flora, fauna, and inanimate objects. Therefore, strategies such as nature walks and pet-in-the-classroom enlarge the characteristics of individuals who are part of this group.

Existential: this intelligence involves the ability to think about the meaning of life, death, and existence issues. Some teaching strategies that support the development of the current intelligence are "responding to real phenomena, reading romantic poems, or writing a reflective essay" (Yaumi, Sirate & Patak, 2018, p.6).

Nowadays, the model of multiple intelligences proposed by Gardner (1983) is considered a tentative scheme due to the proposal of other existing intelligences that have gained importance over time, such as emotional, creative, and collaborative.

Emotional: this intelligence may be the combination of qualities between interpersonal and intrapersonal intelligences. In agreement with Salovey and Mayer (1990), emotional intelligence "involves the ability to monitor one's own and others' feelings […] to use this information to guide one's thinking and actions" (p.183). Regarding teaching strategies, Jordan and Le Métais (1999) explained that they should focus on maximizing on-task behavior where the educator supports the learners during the assessment of their performance.

Creative: Molaie, Raby, and Hartwell (2016) explained that this intelligence involves the responsiveness to problems through the creation of innovative strategies. In other words, it apports new solutions to overcome difficult situations.

Collaborative: this intelligence is characterized by the capacity of working well with people who surround us. As it is explained by Hackman (2011), "teams bring more knowledge, skill, and experience to the work than any single individual could" (p.2).

As claimed by Molaie, Raby, and Hartwell (2016), teaching strategies based on multiple intelligences are varied and effective, so activities that involve the evolution of critical thinking, cooperative learning, and self-esteem contribute to increasing the participation of students whose characteristics belong to creative and collaborative intelligences.

2.2. Teaching strategies in EFL classrooms

Gardner (1983) suggested that educators need to design teaching strategies exploiting every single intelligence to ease the learning of students. The author mentioned the use of observation to recognize the dominant intelligence of pupils. He explained that this technique is helpful to choose activities that match the abilities of students and to build a preferable environment to impart a foreign language.

At this point, it is fundamental to differentiate between foreign language (FL) and second language (SL), which are the two possible settings for the acquisition of English. Gilquin and Granger (2011) defined FL as "the learning of a nonnative language in the environment of one's native language, and SL as the learning of a nonnative language in the environment in which that language is spoken" (p. 2). Since in Ecuador, English is learned as a foreign language, it is essential to take into account its definition to find suitable strategies to teach it.

Saputra and Aziz (2014) explained that "adopting a strategy means adopting a guideline for action, and associating it with a certain global way of organizational learning and learning conditions, the use of certain methods and means" (p. 2). In other words, following Hardan (2013), strategies need to be adapted to achieve the core purpose of learning, which is to find the tools for learning and to use them properly.

2.2.1. Language Teaching Strategies

Language teaching strategies are defined as those activities that deal with "abilities, skills, learning rates, and styles that allow every student to participate and to achieve some degree of success" (Imaniah, & Gunawan, 2017, p. 15). The aspect of strategies should be valuable for teachers, who are suggested to use a variety of language teaching strategies during their classes so that, learners can have their strong intelligence distinctly involved in learning (Armstrong, 2009).

2.3. Learning Styles

Learning styles have been defined as "the process in which the learner perceives, processes, interprets, stores, and productively recalls input enhancing new learning" (James & Blank, 1993, p. 47). Additionally, Kolb (1976) has built his definition based on "how people learn from situations, and the solutions they create to confront difficulties and to create learning experiences" (p.23).

At this point, if a comparison between multiple intelligences and learning styles is proposed, Denig (2004) explained that multiple intelligences refer to the product, and learning styles allude to the process of learning. The author elucidated that these two

concepts are different, but they are complementary in educational contexts, where the learners need a teaching style that match their individual differences to overcome their weaknesses. Therefore, as sustained by Perry and Ball (2004), educators "must learn to respect differences and cater for them rather than try to maintain a dominant pattern simply because that style suits a particular type of teacher" (p.26).

2.4.   Motivation

Dörnyei (1998) defined motivation as "a process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play […]" (p.118). From his view, Brown (2000) used the word motivation to elucidate the triumph or negligence of a demanding task.

The definition of Dörnyei (1998) was vaguely different from the one given by Brown (2000) because the first author described motivation as a process that ends when the aim was accomplished, whereas the second one used the term to determine success or failure. The definition of Dörnyei (1998) is more relevant for this study, but one and the other are equally significant to understand that this word illustrates our willingness to achieve pre-established goals and satisfy our needs as human beings.

Learners who have a well-identified multiple intelligence profile feel motivated to improve their abilities for learning English (Madkour, & Mohamed, 2016). In effect, Dörnyei (1994) explained that motivation is one key aspect of learning because acquiring something new must always be supported by an internal or external force that will reinforce the disposition to continue studying. It is fundamental to notice the difference between

these two impulses, which are extrinsic and intrinsic. "Behaviors lead by extrinsic motivation look for external rewards like good grades. Intrinsically-motivated conduct concentrates on internal rewards, for example, a feeling of satisfaction or joy" (Dörnyei, 1994, p.275). Motivation is a crucial factor because students need to feel capable of performing activities and strategies directed to them in the classroom. The antecedent idea was featured by Dörnyei (2001), who remarked on enhancing the attitudes of students as the initial point of motivation, which is maintained through the creation of enjoyable and stimulating learning.

Therefore, in accordance to Faidah, Fauziati, and Suparno (2019) learners' intelligence and preferences represent one step to obtain an improvement in the attitude of students towards learning because it increases the attention of teachers to students. The authors supported that this detail is exceptionally helpful within school rooms because teachers orient their attention to the capabilities of their students and make use of practical strategies. In such a way, attitude changes positively, expanding the motivation of students (Gündüz, & Ünal, 2016).

2.5. Constructivism

Constructivism was interpreted as those personal thoughts and clarifications of information necessary to give the sense to own experience (Gatt, 2003). This theory also "explained that learning occurs following a process in which knowledge is based on previous significant situations, so the learning comes from existing experiences and ideas" (Krahenbuhl, 2016, p. 1). This student-centered approach supports the idea that providing

meaningful teaching practices form capable students who keep their knowledge changing, enriching it with new and updated information to reach a complete cognitive development because "learning is something done by the learner, not something that is imposed on him" (Sjøberg, 2007, p. 486).

2.5.1. Meaningful learning experiences

Based on Bodner (1986), two events can happen when individuals are learning something new in school. First, if there is a lack of pedagogical experience from part of the teacher, including some negative feelings of the students towards the subject, it is a relief for them to forget as soon as possible what they have learned. In different circumstances, through an active process of learning and stimuli, students can form representations of knowledge on their minds keeping the English language for a longer time. Later, those experiences will provide students with the "opportunities to construct their own understanding on the basis of an interaction of what they already know" (Dagar & Yadav, 2016, p. 1). As claimed by Khalid and Azeem (2012), the first event may correspond to traditional instruction in which students are not involved in activities that allow them to develop their creative thinking because the teaching-learning process is an orthodox activity, whereas focusing on the constructivist approach, students experiment with innovative activities and valuable knowledge acquisition.

Overall, Multiple Intelligence and Learning Styles theories emphasize the individual differences among students and the complexity that those characteristics represent at the moment of teaching and learning. Besides, Motivation and Constructivism theories describe the internal and external factors that affect students when they try to supply their

brains with worthwhile experiences that will allow them the manipulation of new

knowledge. These four theories are the foundation that sustains the importance of

improving language teaching strategies to teach and learn English as a foreign language.

Chapter III: Literature Review

It seems novelty and motivating strategies are necessary to enhance the learning process that takes place in the classroom. Thus, the purpose of this study is to identify the effects of Multiple intelligence (MI) instruction on language teaching strategies used in EFL classrooms. The collected information is intended to be shared with the educational community to understand the reasons why the innovation of teaching strategies is necessary. This literary review includes the following subtopics: Individual differences of students in the classroom**,** Multiple intelligence-based instruction and teaching strategies, teaching and learning experiences, and teacher's perceptions of MI instruction. Each section contains studies in which a concise description highlights the key findings.

3.1.   Individual differences of students in the classroom

Şener and Çokçalışkan, (2018) described the importance of understanding multiple intelligences and learning styles among students to help them recognize their strengths and weaknesses. The authors carried out their study in a secondary school in Turkish with 88 students around the age of 12. They used a quantitative method to collect information by the use of The Perceptual Learning-Style Preference Questionnaire and the Multiple Intelligence Inventory. They found that these participants possessed a tactile and auditory learning style, and their most remarkable intelligences were Naturalistic, Visual, and Kinesthetic. Besides, they concluded that students can be more successful in their language learning process if they are aware of their individual differences. Additionally, teachers can support this process by incorporating "different activities, so that a large number of students

with varying learning styles and intelligences can benefit from the instruction they receive"
(Şener and Çokçalışkan, 2018, p. 131).

Alrabah, Wu, and Alotaibi (2018) also investigated learning styles and multiple
intelligences of EFL learners to suggest strategies that stimulate their dominant
characteristics. The authors carried out their study at the College of Basic Education in
Kuwait with 250 students. The researchers used a quantitative method in which two surveys
were the instruments to collect the information; these were applied through Google Forms.
They found that students possessed interpersonal, visual, and kinesthetic intelligence, while
their learning styles were extroverted, hands-on, and visual. In this case, Alrabah, Wu, and
Alotaibi (2018) recommended the use of "PowerPoint Presentations, charts, and graphs, but
also performing role-plays, simulations, and debates" (p.38) because when teachers utilize
student-centered teaching strategies, the students are completely engaged with the learning
process.

3.2. Multiple intelligence-based instruction and teaching strategies

Tawalbeh (2016) analyzed multiple intelligences of EFL students to recommend
teachers some activities to integrate MI instruction into their lesson plans. The researcher
carried out his study at Taif University with 482 learners in the preparatory year. He used a
questionnaire to collect data about the intelligences of students and content analysis to
suggest some strategies for teachers. The results yielded that students do not have well-
developed musical and naturalistic intelligence due to their educational context, so teachers
should integrate activities that enhance these types of intelligences. Regarding teaching

strategies, Tawalbeh (2016) demonstrated that "activities that draw on multiple intelligences […] encourage learners to build on existing strengths and knowledge to learn new content and skills" (p. 1354).

The prior results are, as well, exemplified in the study carried out by Abbassi, Hassaskhah, Tahriri (2018), who explored the effects of memory strategy on vocabulary retention, taking into account the multiple intelligences of the learners. The study was carried out in an English Institute in Rasht, Iran with 80 EFL students around the age of 19 and 34 years old. Besides, the learners were divided into two control classes and two experimental classes of 20 students. Following a quantitative method, the authors utilized two types of instruments to collect data: two questionnaires and vocabulary pre-tests and post-tests, which were applied after the experimental group changed their conventional teaching strategies to the use of images, grouping, and acronym tasks. The results yielded that the experimental group made considerable changes regarding vocabulary knowledge because the strategies applied were related to their intelligences, which were existential, linguistic, and spatial.

Ernawati, Tsurayya, and Ghani (2019) identified the intelligences of young learners to recognize an effective approach for teaching them English. They carried out their study at an Early Childhood Education Center located in Bekasi, Indonesia, where the participants were a class of young learners, including the teacher. The researchers used a descriptive-qualitative method, including the following instruments: observation, interview, and document analysis, and they found the subsequent results. Initially, the use of miscellaneous activities created a vivid atmosphere, where most of the learners felt

stimulated and interested. Moreover, learning was more efficient because students clearly understood the activities suggested. Nonetheless, Ernawati, Tsurayya, and Ghani (2019) also affirmed that some learners were confused due to the number of activities employed, and it was too difficult for teachers to be prepared to guide these activities because of the lack of time and instruments to evaluate the capacities of students.

On account of these problems, tools have been created to consider various multiple intelligences in the classroom. For example, Garmen, Rodríguez, García-Redondo, and San-Pedro-Veledo, (2019) explained the operation of Tree of Intelligence (TOI) software to impact teaching strategies and mitigate the deficiency of resources in schools. The program was proved in three schools of Asturias, Madrid, with an amount of 372 primary students around the age of 5 and 9 years old. The researchers used a quantitative method to analyze the operating system of TOI software, which contains several activities to test students in their multiple intelligences. This software provided graphical feedback to learners according to their performance, in which they could see their less developed intelligences. Garmen, Rodríguez, García-Redondo, and San-Pedro-Veledo (2019) concluded that "TOI software has the potential to be a suitable instrument for the evaluation and intervention of multiple intelligences" (p. 1). Moreover, they manifested this tool granted teachers the possibility of recognizing which activities are enjoyed more by the students.

3.2.1. English language proficiency of students and teaching strategies

The creation of effective teaching strategies involves the use of multiple intelligence instruction rather than traditional methods. This authentic type of instruction supports the

development of the four focal skills needed to own a certain level of proficiency in the English language.

3.2.1.1. Writing

Gündüz and Ünal (2016) explained in their study that students demonstrated a more prominent achievement in writing when they were instructed by the employment of multiple intelligence activities, in comparison to those who remained with traditional activities. The study was carried out in an elementary school in Turkey with 50 six-grade students, who were divided into an experimental and a control group. The researchers used a quantitative method to analyze the essays that the participants wrote as a pre-test. Then, the experimental students were educated via multiple intelligence activities, whereas the control group stayed with traditional methods. After completing the same hours of classes, both groups took a post-test on writing. The researchers concluded that activities based on multiple intelligence instruction were more effective and qualified students to write more productively.

3.2.1.2. Reading

Alqatanani (2017) elucidated the effects of a program based on multiple intelligence instruction to enhance reading skills in English. The study was carried out in a selected school in Jordan with 95 participants who belonged to the tenth grade. The procedure to gather information was the same as the former study in which students were instructed with multiple intelligence-based activities, and others used traditional strategies. The results demonstrated that complex tasks were correctly understood when they involved different

intelligences because they were perceived as attractive compared with the long-established approach of reading long texts.

3.2.1.3. Listening

A similar study showed the impact of multiple intelligence instruction on the development of listening language skills. Alilateh and Widyantoro (2019) carried out their research at Yala Rajabhat University with 78 learners of English. Once more, there were two classes in which some students learned listening using multiple intelligences activities, and the others through conventional methods. Utilizing pre-tests and post-tests, researchers found that there was an improvement of the listening comprehension skill in both groups, but on different levels. Alilateh, & Widyantoro (2019) concluded that the experimental class enhanced its skills from "poor to good and very good, whereas the control class improved from very poor to poor, good and very good" (p. 117). In other words, multiple intelligence instruction was more effective than conservative methods.

García and Vázquez (2018) supported the previous fact with their study, which was executed in Andalusia and Madrid, Spain, with 71 fourth-grade learners. The authors employed mixed methods to collect data, and the instruments were tests, diaries, reports, and field notes. Researchers concluded that multiple intelligence instruction facilitates the acquisition of listening skills because it creates a context where students can draw connections with their interests to have meaningful learning.

3.2.1.4. Speaking

Rizqiningsih and Hadi (2019) exemplified the effects of multiple intelligence instruction on speaking skills in their study. They carried out their study in a Junior High School located in Indonesia with 72 ninth-grade participants. Different from the previously mentioned studies, researchers only used an oral post-test to gather information from the experimental and control groups. To obtain more reliable statistics, they took into account: pronunciation, grammar, vocabulary, fluency, and comprehension. Lastly, they reported that students who learned through the multiple intelligence approach obtained higher-level scores.

3.3. Teaching and learning experiences

Çelik (2015) demonstrated in his study that the use of multiple intelligence instruction strategies eased the control of teachers over the classroom because its application increased the engagement of students with the subject. This research was conducted in Duhok city, Iraq, where the participants were 75 high-school students. The researcher utilized mixed-methods; a questionnaire and an interview were the instruments to collect information about multiple intelligence instruction. The results showed an increase in the interest of students when they performed strategies that appeal to their differences, and even though disturbance in the classroom appeared, it confirmed the mental occupation of the students with the assigned tasks.

Yaumi, Sirate, and Patak (2018) sustained the idea that students "have very good attention, retention, confidence, and satisfaction in learning" when their teachers developed learner-oriented lesson plans. The researchers carried out their study in elementary schools

located in Madrasah, Indonesia, with 126 teachers and 192 students. They utilized mixed methods in which the data was collected through observation sheets, a question guide, and a test. The results showed that after mentoring educators about the use of multiple-intelligence-based instructions, their performance improved, and their students increased their attention, understanding, and level of satisfaction.

3.3.1. Motivation

Fayazi-Nasab and Ghafournia (2016) explained in their study that the consideration of multiple intelligences magnified the motivational strategies of the students. They collected information at a public high school in Iran with 100 learners around the age of 17 and 18 years old. This study employed a qualitative method, and the instruments were two questionnaires. The authors concluded that both multiple intelligence-based activities and motivation provided the means to incentivize students to find effective tools to ameliorate their learning abilities.

Madkour and Mohamed (2016) also investigated the impact of multiple intelligences on the motivation of students. They carried out their study at the University of Saudi Arabia with 108 college students of Languages and Translation. Researchers utilized a quantitative method with questionnaires as the instruments to analyze the scores, attendance, and classes of students. The results showed that when learners knew their specific intelligence, they felt motivated to improve their language skills, exploiting their capacities.

3.4. Teacher's perceptions of MI instruction

Dolati and Tahriri (2017) investigated the activities implemented by EFL teachers and their perceptions of MI instruction. They carried out their study in a language institute in Iran with 30 EFL teachers. In their investigation, they utilized mixed methods and scrutinized perceptions by way of surveys and observation. The researchers concluded that the dominant intelligence of teachers influenced their teaching rather than paying attention to the characteristics of their students. In this situation, learners are not "[…] provided with modes of instruction in which they learn faster and better" (Dolati, & Tahriri, 2017, p. 9). Regarding perceptions, the results yielded that teachers prefer to avoid the use of multiple intelligence activities because they do not know how to implement them.

Mejía, Mendoza, Zambrano, Loor, and Delgado (2020) obtained these same previously mentioned perceptions in the Ecuadorian context. The researchers carried out a study at Pedro Zambrano Barcia Educational Unit with 22 teachers. The study took a qualitative approach in which the instrument was a survey applied to the teachers. The results showed that teachers do not apply teaching strategies that incentive the intelligence of students due to the lack of knowledge.

Yeganeh and Dezfouli (2015) also examined the opinion of English teachers regarding the application of multiple intelligence theory in classrooms. The study was executed in a high school in Iran with 22 English teachers around the age of 25 and 40 years old. The authors used a qualitative method and a questionnaire as an instrument to gather data. The researchers concluded that teachers think that textbooks are not designed to emphasize all the intelligences. In the present context, the use of verbal-linguistic intelligence was highlighted, whereas other intelligences were not described in books.

In the case of Gürkan and Doğanay (2019), they examined the perceptions of teachers regarding their teaching processes based on individual differences, in which they took into account multiple intelligences. The researchers carried out their study at schools in Adana and Gaziantep, Turkey with 43 teachers. The research followed a qualitative method to collect data through the use of lesson plans, forms, and a semi-structured interview. The results yielded that the majority of teachers know that they can enrich the learning process of their students using teaching strategies applied to multiple intelligences. However, half of the participants perceived themselves as competent to plan and practice multiple intelligence-based instruction, while the other half felt incompetent to do it. Following Gürkan and Doğanay (2019), the incompetence of teachers is based on "lack of experience, lack of school facilities and materials, heavy curriculum, limited time and crowded classroom" (p.152).

Over and above those results, Faidah, Fauziati, and Suparno (2019) analyzed the opinions of the educators regarding the use of multiple intelligence instruction as an approach to enhance English teaching, and they found other results. They carried out a study in an Elementary School in Surakarta, Indonesia, where the participants were two experienced teachers of English. The authors used a qualitative-type method with an interview as the instrument to collect data. The results yielded that both teachers understood multiple intelligences instruction and its implementation in the classroom. Additionally, the teachers considered this type of instruction as the best strategy due to the facility perceived on their students at the moment of "accepting new materials because the learners are enjoying the learning process" (Faidah, Fauziati, & Suparno, 2019, p. 70).

This literature review provided information about the studies that are taken into account for this research synthesis. The analysis made in this section allowed a comparison of relevant findings with studies that refer to Multiple Intelligence Theory or the implementation of Multiple Intelligence (MI) instruction in EFL classrooms. Simultaneously, these investigations were considered scientific proofs of the theories developed in the theoretical framework.

Chapter IV: Methodology

The current paper was an explanatory bibliographical research, which has acquired relevance since it permitted a review of "what is already known about a particular question or problem, to understand how it has been addressed methodologically, and to figure out where we need to go next with our research" (Norris & Ortega, 2006, p. 5). Consequently, a veritable search was developed to obtain data from the following online databases: Google Scholar, EBSCO, and ResearchGate, among others.

4.1.   Inclusion Criteria

Various studies regarding the use of Multiple Intelligence (MI) instruction in EFL classrooms have been selected and analyzed based upon the next inclusion criteria. First, the articles must refer to the field of language teaching instruction based on multiple intelligences (MI) in non-speaking English countries. Second, they have to be empirical studies at any educational level to study the impact of MI instruction in a more extensive community of EFL teachers and students. Third, only published articles were considered since they were peer-reviewed journals. Finally, the studies must be published in a range of five years, beginning from 2015 to 2020, because in this period, the information obtained is updated and more relevant.

4.2.   Key Words

The key terms for research were: (a) multiple intelligence, (b) teaching strategies, (c) effects, (d) EFL classroom, (e) instruction, (f) motivation, (g) perceptions of teachers.

Regarding the design of studies, those that followed qualitative, quantitative, and mixed methods were considered without any restriction. Furthermore, the articles remained digital since it was difficult to find physical studies in the area within our context.

4.3.   Journals

The present research synthesis considered 20 studies from the following journals: *RedFame, Canadian Center of Science and Education, Theory and Practice in Language Studies, International Journal of Education & Literacy Studies, REiD, Media Education Research Journal, Universal Journal of Educational Research, Arab World English Journal, LingTera, Journal of English Studies, ELIF, SAGE, English Linguistics Research, English Language Teaching, International Journal of Social Sciences and Humanities, ScienceDirect, Exposure Journal.*

4.4.   The Process

At the moment of classifying the articles, a coding process was carried out. Its main goal was to find ideas that served to fill the research gap. The information was analyzed and interpreted to answer the research questions and establish proper conclusions of the research synthesis. Likewise, the results from the mentioned section provided the path to propose some recommendations for future research.

Chapter V: Analysis of the Data

The information for the current research synthesis was gathered from 20 studies. These were coded into the following categories: the main focus of the studies, year of publication considering multiple intelligences in education, effects of MI instruction on students' learning characteristics, perceptions of teachers about MI instruction, and factors that detain the application of MI instruction in the classroom. Each category was organized through the employment of figures or tables in which a concise description explained the information in detail.

5.1.   Main Focus of the Studies

Main Focus of the Studies
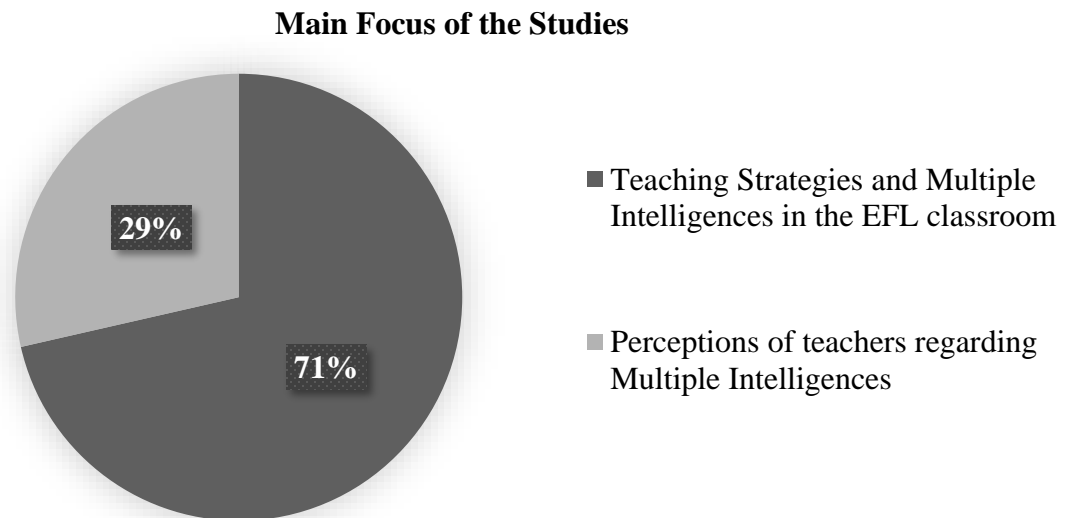
Figure 1. Main Focus of the Studies

Figure 1 represented the number of studies that contributed to answering the questions of this research synthesis. It is worth clarifying that the 20 studies, which represented the highest percentage (71%), followed the inclusion criteria previously

established in the methodology section. However, from the total number of studies, eight (29%) also considered the perceptions of teachers about multiple intelligences or the application of multiple intelligence-based instruction in the EFL classroom. Therefore, even though all the studies provided information to answer the first research question: "To what extent Multiple Intelligence Instruction enhances language teaching strategies in an EFL Classroom?", only eight were taken into account to answer the second research question: "What are the reported perceptions of teachers about the use of MI instruction on language teaching strategies?".

5.2. Publication Year of the Studies

Multiple intelligence-based (MI) instruction is a field of interest for present-day studies, and researchers continue investigating its effects on EFL classrooms.

Table 1

The Consideration of Multiple Intelligences in Education

Year of Publication	Number of Studies	(%)
2015-2016	6	30
2017-2018	7	35
2019-2020	7	35

Note. N=20

Table 1 shows that all the studies were published recently in a period of five years, so they provide updated information, giving importance to the consideration of multiple

intelligences of students in the classroom. These results may be the proofs that support that taking into account these mentioned individual differences of the learners have effects on education. For example, in Ecuador, Mejía, Mendoza, Zambrano, Loor, and Delgado (2020) agree that the recognition of intelligences in the classroom enriches the teaching-learning process because teachers improve their practices, and learners feel attracted to learn more.

5.3.   Effects of MI instruction on students' learning characteristics

The effects focus on the strengths that receive support through MI instruction and complement the learning process of pupils.

Table 2

Students' Learning Characteristics that were impacted by MI-instruction

Characteristics	No. of Studies	(%)
Language Proficiency	6	30
Self-development	6	30
Motivation	5	25
Engagement with the subject	3	15

Note. N=20

Table 2 shows different aspects of students that change positively after the use of teaching strategies related to their intelligences in the classroom. As it can be noticed,

language proficiency and self-development have the highest percentage (30%). In this analysis, *language proficiency* refers to the achievement of a superior development in the skills required to succeed in the learning of English. Several authors explained the effects of MI-instruction on writing (Gündüz & Ünal, 2016), reading (Alqatanani, 2017), listening (García &Vázquez, 2018; Alilateh & Widyantoro, 2019), speaking (Rizqiningsih & Hadi, 2019), and the subskill of vocabulary (Abbassi, Hassaskhah & Tahriri, 2018). All of the prior authors agreed that students not only demonstrated better performance in the activities proposed during classes when they received multiple intelligences-based instruction but they also made connections with their interests and the teaching strategies used by teachers. In this way, they learned faster and overcame their weaknesses easily (Şener & Çokçalışkan, 2018).

Regarding *self-development*, Tawalbeh (2016) sustained that through the use of authentic teaching strategies, teachers support the personal growth of the students who feel confident enough to succeed in the improvement of their deficiencies in the language by themselves. At this point, when learners perceive that the environment of the class takes a student-centered approach, they also feel *motivated* (25%) to make full use of their dominant intelligences and to enlarge their learning abilities (Fayazi-Nasab & Ghafournia, 2016; Madkour & Mohamed, 2016). Another essential trait is *engagement with the subject* (15%). It possesses the lowest percentage, but it is equally important as the prior characteristics because, as it was explained by Yaumi, Sirate, and Patak (2018), it means that the students have a high level of interest, understanding, and satisfaction with the type of instruction they receive.

Therefore, after analyzing all the studies, it was possible to offer a concrete answer to the first research question previously mentioned. The impact of multiple intelligence instruction on the language teaching strategies used in an EFL classroom was exceptional because teachers improved their practices by taking a student-centered approach where the students demonstrated more than higher scores in the activities proposed.

The extension of Multiple Intelligence Instruction is so applicable in the learning of a new language that it enhances language proficiency, self-development, motivation, and engagement with the subject of the students. For instance, Çelik (2015) explains that the use of multiple intelligence-based instruction in education allows teachers to understand the learning abilities of their students so that they can implement strategies to create an appropriate atmosphere where the learners have an active role in their learning and they are not frustrated or confused.

5.4. Perceptions of teachers about MI instruction

It refers to the opinion of teachers regarding the use of teaching strategies based on MI instruction and the changes they perceive in their performance and their students.

Table 3

Reported Perceptions of teachers towards MI instruction

Studies	Main Aspects Reported by Teachers			
	Active Learning	**Students' enjoyment**	**Teacher-student relationship**	**Empowerment of skills**
Celik (2015)	X	X	X	
Dolati & Tahriri (2017)		X	X	X
Yaumi, Sirate, & Patak (2018)	X	X		X
Ernawati, Tsurayya, & Ghani (2019)	X	X		X
Gürkan & Doğanay (2019)	X			X
Faidah, Fauziati & Suparno (2019)	X	X		X
Mejía, Mendoza, Zambrano, Loor & Delgado (2020)	X			X

Note. N=7

Previously, it was stated that eight studies took into consideration the opinion of teachers. However, in this chart, only seven studies were categorized because the missing study provided negative perceptions that contributed to explaining the neglection of MI instruction in the next chart: Table 4.

Table 3 presents four general aspects perceived by teachers after the consideration of MI instruction on their language teaching strategies. The two most reported were *active learning* and *empowerment of skills* because the teachers that participated in the mentioned studies believe that the implementation of this type of instruction requires the use of various activities that transform learning (Ernawati, Tsurayya, & Ghani, 2019). As it was described by Yaumi, Sirate, and Patak (2018), all the students in the classroom were involved in every task either in groups, pairs, or individually, and they needed to constantly participate and collaborate with other students to complete the assignments. At this stage, pupils undergo an active learning process where their skills are maturing because they deal with activities that gain their curiosity.

Another fundamental aspect was *students' enjoyment,* which teachers associated with the quality of teaching since they improved their practices with fun and innovative activities that appeal to the necessities of students. Faidah, Fauziati, and Suparno (2019) provided an example in which they took the perspective of a kinesthetic person whose learning style is enhanced through movement. If "the teacher only teaches him or her by reading and writing activities without involving any movement activities […] those students will not understand the material entirely" (Faidah, Fauziati, & Suparno, 2019, p.69).

In respect of the *teacher-student relationship*, Dolati and Tahriri (2017) supported that "communication and interaction would be easier between teacher and students by knowing each individual's type of intelligence" (p.7). Then, teachers can design teaching

strategies that fit the individual differences of a heterogeneous group, leading the students to act adequately in the evolution of their knowledge (Çelik, 2015).

5.5.   Factors that detain the application of MI instruction in the classroom

Even though teachers reported positive qualities of MI instruction, they also gave reasons why they neglected the use of this type of instruction during their practices.

Table 4

Neglection of MI instruction according to teachers

Studies	Factors that detain the use of MI-instruction			
	Lack of knowledge	**Lack of time**	**Lack of school facilities**	**Lack of textbooks**
Celik (2015)		**X**		
Yeganeh & Dezfouli (2015)				**X**
Dolati & Tahriri (2017)	**X**	**X**	**X**	**X**
Yaumi, Sirate, & Patak (2018)	**X**			
Ernawati, Tsurayya, & Ghani (2019)		**X**		
Gürkan & Doğanay (2019)	**X**	**X**		
Mejía, Mendoza, Zambrano, Loor & Delgado (2020)	**X**			

Note. N=7

Table 4 indicates the factors that detain the use of MI instruction reported by teachers. In the case of the current table, the study of Faidah, Fauziat, and Suparno (2019) was excluded because it reported only the perceptions of teachers about the usefulness of MI instruction on language teaching strategies, which contributed to support the information presented in the previous chart: Table 3.

As can be seen in Table 4, there are four key factors that teachers announced to justify the neglection of MI instruction during their English practices. The lack of knowledge and time were the two factors that showed consistency in the majority of studies, whereas the lack of school facilities and textbooks were only mentioned by two studies.

In the case of *lack of knowledge*, teachers think they are not capable of applying adequate teaching strategies to develop the intelligences of their students because they do not have a clear idea of the activities available to apply with a varied group of learners (Mejía, Mendoza, Zambrano, Loor, & Delgado, 2020). However, Gürkan and Doğanay (2019) elucidate that teachers have this perception due to the lack of experience in planning and practicing a teaching process that focuses on individual differences such as MI instruction. In this instance, it seems appropriate to report the study of Yaumi, Sirate, and Patak (2018), who mentored 126 teachers in the implementation of MI instruction to analyze their performance. Eventually, the teaching competence improved, and teachers were able to implement new strategies that learners perceived as exciting.

Another challenge is the *lack of time* because teachers believe that MI instruction requires the use of activities like games that usually take a longer time in comparison to

conventional activities (Ernawati, Tsurayya, & Ghani, 2019). Nonetheless, it may be useful

for having good classroom management because students do not have time for misbehaving

(Çelik, 2015). Concerning the *lack of school facilities and textbooks*, Yeganeh and

Dezfouli (2015) reported that it is hard for teachers to appeal to diverse intelligences when

the books they follow emphasize one intelligence, which frequently is verbal-linguistic

intelligence.

Overall, teachers recognize that the contemplation of MI instruction on their

language teaching strategies brings many beneficial aspects for them and their students.

They mentioned active learning since their students were involved in every task they used

in classes. Besides, educators perceived the enjoyment of students because the strategies

were directed to them and their abilities, taking a student-centered approach where the

relationship between the teacher and the student improved notably. Furthermore, the

consideration of MI instruction supplied a vast number of opportunities for the students to

be successful in the growth of their abilities.

On the other hand, even though teachers are aware of how the application of MI

instruction contributes to enhancing their practices and the quality of education, they have

powerful beliefs to neglect its use. Dolati and Tahriri (2017) identify these factors as

"barriers to practicing the MI theory in the classroom" (p.7). In closing, educators assume

they are not competent enough to implement this type of instruction due to the lack of

knowledge, time, school facilities, and textbooks.

In conclusion, the prior figures and tables presented the needed information to

answer the initial research questions. During this analysis, the results showed that MI

instruction improved language teaching strategies because it caused several effects that aid the teaching-learning process. Moreover, teachers emphasized the usefulness of this approach regarding their practices where the learning characteristics of their students received a positive impact. However, they do not perceive themselves implementing multiple-intelligence models on their teaching strategies due to some deficiencies in which the lack of knowledge is highlighted.

Chapter VI: Conclusions and Recommendations

6.1.   Conclusions

This research synthesis aimed to determine the effects of using Multiple Intelligence (MI) instruction to enhance the language teaching strategies used in EFL classrooms. The earlier purpose was accomplished via the analysis of 20 studies in which the effects of MI instruction on students' learning characteristics, perceptions of teachers, and factors that neglect its application in the classroom sorted the information to establish the following conclusions:

As stated by Gardner (1983) and Armstrong (2009), the way of contributing to the development of individual differences is through the use of appropriate instruction that takes a student-centered orientation such as MI instruction. This type of instruction recognizes the abilities of students in activities that are interesting for them (Khalid & Azeem, 2012). Moreover, their knowledge changes, reaching efficient cognitive development because they receive appropriate guidance during their learning (Sjøberg, 2007). At this point, the notion of the atmosphere in the classroom also motivates the students to continue learning because they receive extrinsic and intrinsic motivation (Dörnyei, 1994). The mentioned aspects were emphasized by the review of students' learning characteristics in which the influence of MI instruction was perceived regarding language proficiency because students demonstrated high-qualified performance and better grades (Rizqiningsih & Hadi, 2019). Hence, learners not only felt extrinsically motivated for obtaining high grades but they also were intrinsically motivated due to fun activities that

generated a feeling of satisfaction in them (Fayazi-Nasab & Ghafournia, 2016; Madkour & Mohamed, 2016). As a result, the scope of MI instruction regarding teaching strategies also produced experiences where pupils have superior self-development and engagement with the subject matter of English on account of practices that met their identities and magnified their human potential (Tawalbeh, 2016; Yaumi, Sirate, & Patak, 2018).

After that, the analysis of perceptions of teachers corroborated the active learning and empowerment of skills of students whose active role in the English assignments enriched their learning competencies while working with their classmates (Yaumi, Sirate, & Patak, 2018; Ernawati, Tsurayya, & Ghani, 2019). In this case, Armstrong (2009) sustained that miscellaneous activities contribute to the awareness of multiple intelligences in the classroom where, as specified by Imaniah and Gunawan (2017), the purpose of language teaching strategies is to achieve successful learning, involving the participation of all the students. As well, educators remarked on the recreation of students through multiple intelligence-based practices because teaching strategies acted as tools that aided the teacher to recognize and enhance the individual learning qualities of pupils (Faidah, Fauziati, & Suparno, 2019). Consequently, the teacher-student relationship improved because their interaction was effortless and agreeable (Dolati & Tahriri, 2017). The prior aspects are the result of providing meaningful learning experiences for constructing knowledge through the application of multiple intelligences activities that are considered effective and creative (Dagar & Yadav, 2016; Molaie, Raby, & Hartwell, 2016).

Nonetheless, it is essential to clarify that although teachers recognized the mentioned benefits regarding MI instruction, they prefer neglecting its use in the

classrooms because they do not have enough knowledge about lesson planning or the

required time to follow the qualities specified by a multiple-intelligence educational model

(Dolati & Tahriri, 2017; Ernawati, Tsurayya, & Ghani, 2019). Furthermore, educators

claimed that schools do not offer the facilities and the textbooks to teach students based on

multiple intelligences (Yeganeh & Dezfouli, 2015).

6.2.   Recommendations

On the basis of the results described during the analysis of the studies, the

subsequent recommendations have been raised. First, it is necessary to motivate teachers to

implement a variation regarding their teaching strategies, which not only should be chosen

according to their preferences but also taking into account the capabilities of their students.

Moreover, this recommendation needs the complement of teaching preparation in the

practice of approaches that consider individual differences, in this case, MI instruction. The

reason for this assertion is that along with the gathering of perceptions of teachers, it was

appreciated the lack of knowledge and experience of educators about the use of language

teaching strategies that focus on multiple intelligences (Gürkan & Doğanay, 2019; Mejía,

Mendoza, Zambrano, Loor, & Delgado, 2020).

Accordingly, the second recommendation is to organize workshops where teachers

can update and innovate their teaching strategies, adapting them to a student-centered

approach such as MI instruction. Likewise, it should be taken into consideration that

multiple intelligence-based strategies include a vast number of activities whose time of

application varies depending on their type. Then, schools, universities, and institutes can

complement their lessons with this type of approach without assuming that its

implementation reduces teaching time because, in fact, it enhances classroom management

(Celik, 2015).

Finally, the analysis of the year of publication of the studies showed that multiple

intelligences in the learning of EFL is a relevant topic for researchers. However, they

mostly prefer teachers as the participants of the investigations. Therefore, a

recommendation for further research is to continue conducting more studies, but

considering a more sizeable educational community that involves school administrators,

staff members, parents, teachers, and students because learning is the acquisition of

knowledge that is supported through worthwhile experiences that learners accumulate from

school and home surroundings and not only inside the classroom.

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Appendix 1

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