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The Impact of the Integration of Multiple Intelligences in the EFL Classroom

Trabajo de titulación previo a la obtención del título de Licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros

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Resumen

El propósito de la presente síntesis de investigación fue determinar el impacto de la integración de las Inteligencias Múltiples (MI por sus siglas en inglés) en el aula de Inglés como Lengua Extranjera (EFL por sus siglas en inglés). Para esta investigación bibliográfica exploratoria, veinte estudios fueron seleccionados por medio de bases de datos digitales. En términos de criterios de inclusión, los artículos requirieron ser empíricos, estudios publicados, revisados por pares y emitidos dentro de los últimos 30 años. Para alcanzar el propósito de esta síntesis de investigación, se analizaron las relaciones entre las inteligencias múltiples y el aprendizaje del idioma inglés, las perspectivas de docentes y estudiantes de inglés hacia la integración de inteligencias múltiples en el aula EFL, y las ventajas y desventajas de integrar las inteligencias múltiples en la instrucción EFL. Los resultados revelaron que la integración de las inteligencias múltiples en el aula EFL tiene un impacto positivo sobre la misma. Igualmente, se descubrió que las inteligencias múltiples están fuerte y positivamente relacionadas a diferentes aspectos del aprendizaje del inglés. Además, los docentes y estudiantes de inglés demostraron mayormente perspectivas y actitudes positivas hacia las inteligencias múltiples y su integración en el aula EFL. Asimismo, el número de ventajas de integrar las inteligencias múltiples en el aula EFL resultó ser superior al número de desventajas de dicha integración. Finalmente, se establecieron ciertas recomendaciones basadas en los vacíos identificados a través del análisis de datos, los cuales pueden ser útiles para futuros estudios de investigación.

Palabras clave: Inteligencias Múltiples. Impacto. Integración de inteligencias múltiples. Aula EFL.

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Abstract

The purpose of the current research synthesis was to determine the impact of the integration of Multiple Intelligences (MI) in the English as Foreign Language (EFL) classroom. For this exploratory bibliographical research, twenty studies were selected by means of online databases. In terms of the inclusion criteria, the articles required to be empirical, published studies, peer reviewed, and issued within the last 30 years. In order to address the purpose of this research synthesis, the relationships between MI and English learning, the perspectives of English teachers and learners towards the integration of MI in the EFL classroom, and the advantages and disadvantages of integrating MI in the EFL instruction were analyzed. The results revealed that the integration of MI in the EFL classroom had a positive impact over this. In addition, it was found that MI were strongly and positively related to different aspects of the English learning. Moreover, English teachers and students mostly demonstrated positive perspectives and attitudes towards MI and their integration in the EFL classroom. Furthermore, the number of advantages of integrating MI in the EFL classroom was superior to the number of its disadvantages. Finally, certain recommendations based on the gaps identified through the analysis of the data were established, which can be useful for future research studies.

Keywords: Multiple Intelligences. Impact. Integration of multiple intelligences. EFL classroom.

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Dedication

I want to dedicate this research synthesis to my parents, siblings, and friends, who walked by my side during this long and difficult journey. Their great support and warm love were the fuel I needed in order to keep on my way to achieve my goals. I am completely sure that this accomplishment was possible thanks to them.

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Introduction

English is the language that is mostly learned by non-native speakers and is the only one that is well represented all over the world (Melitz, 2016). This high demand of English learning and the necessity of strategies for teaching and acquiring English accurately have pushed people to be always looking for new ways of improving the English instruction. Among them, the integration of the multiple intelligences in the EFL classroom can be found, which are defined by Gardner (1983) as the different and own manners in which individuals acquire knowledge. The integration of multiple intelligences in the EFL instruction makes it possible for English teachers to have a variety of teaching strategies and gives the students the opportunity to learn English in their preferred ways, as well as to improve their different intelligences (Ahmed, 2012). Considering Gardner's Multiple Intelligences, this study attempts to find relevant information about the impact of the integration of MI on the EFL classroom by answering the following questions:

1) What is the impact of the integration of multiple intelligences in the EFL classroom?

2) Which are the perspectives of English teachers and learners towards Multiple Intelligences theory and its integration in the EFL classroom?

3) Which are the advantages and disadvantages of the integration of the Multiple Intelligences in the EFL classroom?

The current research synthesis is organized in six chapters beginning with the background, problem statement, rationale, research questions, and objectives, which shape chapter one. The second chapter contains the theoretical framework and provides

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key definitions and terms from a variety of authors about the topic of study. In the

following chapter, chapter three, brief descriptions of the studies that contributed to

answering the research questions are presented in the literature review. Then, in chapter

four, an explanation of the methodology is given followed by chapter five which

involves the data analysis and its tables with their corresponding descriptions. Finally,

chapter six presents the conclusions and recommendations of this research study.

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CHAPTER I

Description of the research

Background

In 1983, Howard Gardner, a psychologist, pedagogue, and researcher, developed the theory of the Multiple Intelligences (MIT), which states that each individual has his own manner of acquiring knowledge. Gardner (1983) established that there were eight human intelligences: musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. Then, to the 8 first multiple intelligences (MI), Gardner (2000) proposed the addition of a ninth one called "existential intelligence", which Armstrong (2009) discussed and supported. Likewise, Sternberg (1985) introduced a new type of intelligence denominated as "creative intelligence", and Salovey and Mayer (1990) added a different one called "emotional intelligence". Finally, Lévy and Bononno (1997) established the twelfth and last intelligence known as "collective intelligence".

Studies have been carried out to analyze the relationship between the multiple intelligences (MI) and the teaching and learning process of the English language. Ma'ssoumeh (2015) commented that "the integration of MIT can significantly contribute to the enhancement of EFL learners' listening comprehension" (p. 62), which shows that the inclusion of the multiple intelligence theory in the EFL classroom has shown positive effects over students. In addition, the integration of multiple intelligences in the EFL classroom offers benefits not only for students, but also for teachers. For example, Mettetal, Jordan, and Harper (1997) claimed that applying a multiple intelligences curriculum allowed students gain self-confidence and taught teachers to appreciate the

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strengths of their students. Moreover, Sadeghi (2014) concluded that being conscious about the students' multiple intelligences "would help both language teachers and students in order to progress, develop language skills, and select appropriate syllabus designs and language learning methods" (p. 27).

As mentioned before, Gardner's theory of multiple intelligences, its implementation in different areas of education, and its results have been widely investigated since the proposal of his theory. For instance, English teaching is one area of education in which the integration of MI in the instruction process has been researched. However, the effects of integrating MI in the English teaching have been analyzed by focusing only on specific skills or methodologies. In any case, by collecting and analyzing all the necessary studies, it may be possible to determine the overall impact that the integration of MI has over the English teaching.

Problem Statement

Calle A., Calle S., Argudo, Moscoso, Smith, and Cabrera (2012) found that the use of a traditional methodology in the teaching and learning process of the English language causes the students to have a low English level. Calle et al. (2012) considered that the teacher-centered education, the use of the Grammar Translation method, and the lessons not given in the target language may affect the development of the learners' English level in a negative way. It is the starting point where the importance and consideration of the students' different MI arise, to guarantee an efficient learning focused on the needs of all the students. Mahmoud and Alaraj (2019) stated that "it is recommended that curriculum designers give nearly equal weight to the four skills […] and include as many MIs based activities as possible" (p. 1410). Likewise, they suggested that motivation and interest could be enhanced in the classroom by integrating multiple

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intelligences. Additionally, as Botwina (2010) concluded, "foreign language teachers should experiment with MIT […] to establish a student-oriented insight into teaching, […] to provide a meaningful context for teaching; and finally, to increase the level of their students' motivation to learn a foreign language" (p. 18).

MI in education is not a new topic for researchers. In fact, it is a trending topic in the present days, and it is still being investigated. As previously mentioned, English teaching is one of the educational areas in which the integration of MI in the instruction process has been studied. Consequently, this research intends to analyze and determine the effects that the integration of the students' MI has over the EFL classroom. There is evidence that shows that implementing multiple intelligences in the EFL classroom enhances the language learning. For instance, Mettetal et al. (1997) found out that applying a multiple intelligences curriculum had positive effects on students, teachers, and even on parents. In addition, Gholam-Shahbazi (2019) suggested that "the multiple intelligences play a significant role in learning vocabulary" (pp. 754 - 755). However, further research about this issue, its effect, and the strategies on how to apply MI in EFL is needed.

Rationale

As an EFL student, I have been able to observe that the traditional methodology is the main methodology that English teachers apply in their lessons. The traditional methodology is based on the training of understanding, the application of rules, and memorization (Mato, 2011). Calle et al. (2012) considered that the use of exercises of repetition of isolated structures without a significant context, memorization of sentences, phrases, and analysis of the structures constitute the concept of the traditional teaching. Additionally, as Stăncună and Crăciun (2011) stated, "traditional English lessons […]

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were like a dessert that came along with students diligently to fulfill the tasks required" (p. 72).

As a future teacher, I consider that the integration of MI in the learning of EFL is required to accomplish not only a diverse teaching-learning process, but also a meaningful, inclusive, and entertaining education. I believe that students' multiple intelligences must be considered as a fundamental aspect of the English language's teaching-learning process. It has been demonstrated that considering and integrating the multiple intelligences in the classroom has positive results for students as well as for teachers. Cluck and Hess (2003) discovered that "the use of multiple intelligences improved assignment completion, class participation, and engagement of learners" (p. 3). Additionally, as Batdı (2017) claimed, "MIT has positive effects on academic achievement in comparison with traditional methods in terms of teaching grade, subject area, teaching period, intelligence area and general characteristics" (p. 2074).

Finally, there are studies focused on the relationships between multiple intelligences and education in general as it is a trending topic nowadays. Likewise, there are studies which describe the relationships between the multiple intelligences theory and the English teaching. In fact, there are many studies which show specific results or effects of the incorporation of MI in the EFL teaching by focusing on certain methodologies or skills. Therefore, the purpose of the current investigation is to determine the outcomes of integrating the students' multiple intelligences in the EFL classroom.

Research questions

After analyzing some relevant literature for this synthesis, the following questions have emerged:

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1) What is the impact of the integration of multiple intelligences in the EFL classroom?

2) Which are the perspectives of English teachers and learners towards Multiple Intelligences theory and its integration in the EFL classroom?

3) Which are the advantages and disadvantages of the integration of the Multiple Intelligences in the EFL classroom?

Objectives

Main

o To determine what are the effects of the integration of multiple intelligences in the EFL classroom.

Specific

o To identify the perspectives of English teachers and learners towards Multiple Intelligences and their integration in the EFL classroom.
o To determine the advantages and disadvantages of the integration of the Multiple Intelligences in the EFL classroom.

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CHAPTER II

Theoretical Framework

In order to provide theoretical support to the current research, the definition of Gardner's Theory of Multiple Intelligences, the twelve multiple intelligences and their characteristics, the difference between English as a Foreign Language (EFL) and English as a Second Language (ESL), the concept of motivation, the descriptions of the two types of motivation, and a brief explanation of certain theories of language learning will be included in the following section.

Gardner's Theory of Multiple Intelligences

The Theory of Multiple Intelligences was proposed in 1983 by Howard Gardner in his book called "*Frames of Mind: The Theory of Multiple Intelligences*". According to Gardner (1983), there is a set of different intelligences which all human beings possess that differ from individual to individual, even if they are twins. Likewise, he stated that the human beings develop certain tasks in virtue of their goals and purposes.

In his theory, Gardner (1983) established the existence of seven multiple intelligences: musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, and intrapersonal. Moreover, he concluded that the naturalist intelligence's existence was evident and suggested the possible existence of the existential intelligence as well. Then Armstrong (2009) analyzed Gardner´s proposal of the existential intelligence, described it, and finally supported it.

Other authors have contributed to Gardner's theory by proposing the addition of three more types of intelligence: creative intelligence, emotional intelligence, and

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collective intelligence. Sternberg (1985) introduced and described the creative intelligence, which was later considered as the tenth one. Then Salovey and Mayer (1990) included the eleventh intelligence called emotional intelligence. Finally, Lévy and Bononno (1997) established the existence of the collective intelligence, which became the twelfth and last type of multiple intelligence.

Multiple Intelligences and their Characteristics

Musical-rhythmic Intelligence

Gardner (1983) established that the musical intelligence refers to "the abilities of individuals to discern meaning and importance in sets of pitches rhythmically arranged and also to produce such metrically arranged pitch sequences as a means of communicating with other individuals" (p. 103). According to Garner (1983), the musical intelligence is composed by pitch and rhythm, and individuals who possess the musical intelligence are able to recognize sounds, patterns, rhythms, and tones easily. Therefore, those who possess the musical intelligence are able to succeed in the musical domain, which means that they are good at singing, playing musical instruments, and composing music. Singers, musicians, song composers, and songwriters are some of the examples of individuals with the musical intelligence.

Visual-spatial Intelligence

Gardner (1983) stated that spatial intelligence refers to the abilities of perceiving the visual world accurately, modifying proper initial perceptions, and recreating aspects of the visual experiences. He established that the observation of the visual world and this type of intelligence are extremely linked to each other. However, he suggested that

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even a blind individual is able to develop the visual intelligence although he does not have the opportunity to perceive the world with his own eyes.

According to Gardner (1983), the visual-spatial intelligence is characterized by the capacity of perceiving form and object, recognizing instances of the same element, creating mental images, and producing graphic similarities of spatial information. Consequently, people who possess the visual-spatial intelligence are capable of orienting themselves in different places with no difficulties. Chess players, artists or geometricians are some examples of individuals with visual-spatial intelligence.

Verbal-linguistic Intelligence

Gardner (1983) claimed that "syntax and phonology lie close to the core of linguistic intelligence" (p. 85). This means that the verbal-linguistic intelligence is related to the written and spoken language. Consequently, individuals with verbal-linguistic intelligence can perform very well on cognitive tasks that are tied to language such as ordering words or sentences, language learning, and even information retaining. For instance, an individual with verbal-linguistic intelligence can learn a second or foreign language easily. Additionally, activities which involve the reading and writing skills are likely to be performed better by individuals with this type of intelligence. However, similarly to the case of the deaf individuals and the development of their musical intelligence, people can develop the verbal-linguistic intelligence even if they are not able to hear or speak. Finally, poets, writers, political leaders, and language teachers are some examples of individuals who possess the verbal-linguistic intelligence.

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Logical-mathematical Intelligence

Gardner (1983) affirmed that the logical-mathematical intelligence refers to the capacity of an individual to count, classify, order, reorder objects, recognize patterns, reason logically, and to solve problems. In addition, he suggested that manipulation of objects is a key aspect regarding this type of intelligence. Consequently, individuals with logical-mathematical intelligence are good with numbers, solve complex mathematical operations easily, perform rapid calculations, and solve problems by means of the logic. Additionally, they are good chess player, or computer programmers, and mathematicians.

Bodily-kinesthetic Intelligence

Gardner (1983) established that the bodily-kinesthetic intelligence is "the ability to use one's body in highly differentiated and skilled ways, for expressive as well as goal-directed purposes" (p. 218). Basically, this means that the bodily-kinesthetic intelligence involves the movement of the body. Individuals who have the bodily-kinesthetic intelligence are skillful when they work with objects which require them to move their whole body or only certain parts of it.

Intrapersonal Intelligence

Gardner (1983) claimed that the intrapersonal intelligence is the ability to identify and differentiate the feelings and emotions of oneself, which allows the individuals to understand their own behavior. Individuals with this type of intelligence prefer to work individually and under their own pace. In addition, when intrapersonal intelligence is slightly developed in the individuals, they are capable of differentiating between the feelings of pleasure and pain, which drives them to take part in or to avoid

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a situation. On the contrary, when the intrapersonal intelligence is well developed in the individuals, it allows them "to detect and to symbolize complex and highly differentiated sets of feelings" (p. 253). Philosophers, writers, and psychologists are examples of individual with a developed intrapersonal intelligence.

Interpersonal Intelligence

Gardner (1983) defined the interpersonal intelligence as the ability to identify and differentiate the moods, temperaments, motivations, and intentions of other individuals. He stated that children with the interpersonal intelligence can make distinctions among the people around them and to figure out their moods. Likewise, he claimed that when the interpersonal intelligence is highly developed in the individuals, they are able to recognize the intentions and the desires of the ones who surround them and to act according to those two aspects. In comparison to the intrapersonal intelligence, individuals with interpersonal intelligence are more likely to perform better in activities which involve interaction with others and collaborative work. Examples of people with their interpersonal intelligence highly developed include individuals such as political and religious leaders, skilled parents and teachers, therapists, counselors, or shamans.

Naturalistic Intelligence

Gardner (1983) defined the naturalist or naturalistic intelligence as the capacity of differentiating the different organisms that can be found on the natural world. He argued that the naturalistic intelligence involves "the core capacity to recognize instances as members of a species" (p. 19). Additionally, this author stated that this type of intelligence is present when the individuals make choices between two or more

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things, and he suggested that the naturalistic intelligence is the basis of all the culture of consumerism.

Existential Intelligence

According to Gardner (2008), the existential intelligence is "based on the human proclivity to ponder the most fundamental questions of existence" (p. 20). Individuals with this type of intelligence are always questioning to themselves or to others the purpose of their lives or reasons of their deaths, as well as their origin and future days. Philosophers, religious leaders, or statesmen are individuals whose existential intelligence is highly developed.

Creative Intelligence

Sternberg (1988) stated that the creative intelligence is the ability of an individual to solve problems in an imaginative and innovative way. Individuals with this type of intelligence are able to find or create successful solutions to the problems they face. It is relatively easy for them to recognize the problematic situations and to solve them by means of their creativity.

Emotional Intelligence

According to Salovey and Mayer (1990), the emotional intelligence is "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p. 189). They stated that the emotional intelligence is part of the intrapersonal and interpersonal intelligences of Gardner since both of them are linked to the emotions and feelings of the individual who possess them.

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Collective Intelligence

Lévy and Bononno (1997) suggested that the collective intelligence involves the ability to work in groups with great success. Individuals with this type of intelligence can form work groups or to become part of them easily. In fact, they succeed in achieving their goals and solving problems by means of the group work. Moreover, collaboration is a key characteristic of the collective intelligence, and its importance is valued mostly in the business field.

English as a Foreign Language

EFL is the acronym which stands for English as a foreign language. According to the Macmillan dictionary, EFL refers to "English taught to people who need to learn it for their studies or their career, and who do not live in an English-speaking country." For instance, in Ecuador, where Spanish is spoken, English is considered a foreign language. However, EFL should not be confused with ESL (English as a Second Language) since they are not the same. The Macmillan dictionary defines ESL as "English taught to people whose first language is not English, but who live in an English-speaking country and need English to communicate in daily life". For example, when a Spanish speaker migrates to the United States, he needs to learn English in order to communicate with the rest of the people. In this case, English is considered as his second language.

Motivation

The definition of the term "motivation" varies from author to author; however, some of them share similar ideas which are presented below as an attempt of providing a clear meaning for this term.

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According to J. F. Dashiell (1928), motivation refers to a reaction caused by the energy received by an external or internal entity or force. In other words, motivation is the process of performing an action as result of the intervention of an internal or external factor. Similarly, Cotman and McGaugh (1980) described motivation as "a state that directs an organism in certain ways to seek particular goals" (p. 629). Finally, English H. and English A. (1958) defined motivation as "the nonstimulus variables controlling behavior" (p. 330), which refers to the fact that the proper nature and/or internal state of an organism determine the actions it performs.

Types of Motivation

According to Decy and Ryan (1985), motivation is subdivided into two different types: intrinsic motivation and extrinsic motivation.

Intrinsic Motivation

Decy and Ryan (1985) stated that "intrinsic motivation is based in the innate, organismic needs for competence and self-determination" (p. 32). They claimed that the human beings perform actions because the interest, feelings, and mental processes involved in the actions encourage individuals to develop them. Additionally, these authors suggested that the intrinsic motivation is narrowly related to the emotions of the individuals, which play an important role on their behavior. For instance, when individuals feel interested in a certain activity, they are naturally encouraged to carry them out.

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Extrinsic Motivation

Decy and Ryan (1985) established that "extrinsic motivation refers to the behavior where the reason for doing it is something other than an interest in the activity itself" (p. 35). As they suggest, in this type of motivation, the interest, feelings, and mental processes which the actions involve do not encourage the individuals to develop them. On the contrary, the desires of obtaining an extrinsic reward or accomplishing a demand are the factors which drive the individuals to perform certain actions. Finally, these authors stated that the extrinsic motivation is regulated externally, which means that the external factors are the reasons for the individual's behavior.

Theories of language learning

Theory of Universal Grammar (UG)

Noam Chomsky (2002) suggested that children are born with the innate ability to discover the structures and rules of the language based on their exposure to the natural language. According to him, there are language principles which are universal; something that is called universal grammar (UG). He stated that children are born with this universal grammar and use it to analyze the language to which they are been exposed. Therefore, Chomsky's theory shares a link with the linguistic intelligence of Gardner since it involves the use of grammar rules, structures, and syntax.

Theory of Cognitive Development

In his theory of Cognitive Development, Jean Piaget (1952) established that changes in the children's intelligence occur as they grow. He stated that in the interaction with others and the environment are important factors in the acquisition of a

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language. Therefore, his theory shares a close relationship with the interpersonal and naturalistic intelligence which involve the interaction with other individuals and the real world.

Theory of second language acquisition

Stephen Krashen (1985) proposed his theory of second language acquisition which is composed by 5 hypotheses: Acquisition-Learning hypothesis, Monitor hypothesis, Natural Order hypothesis, Input hypothesis, and Affective Filter hypothesis. However, only the affective filter hypothesis is related to the multiple intelligences of Gardner.

Krashen's affective filter hypothesis suggests that the emotions of the individuals such as motivation, self-confidence, anxiety and personality traits constitute an important variable for their language acquisition. Therefore, if the emotions of the individuals are considered important, it is clear that the emotional, interpersonal, and intrapersonal intelligences are involved in this theory.

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CHAPTER III

The Literature Review

In the current section, a review of the selected bibliographic research is presented; it will be useful and supportive for the present research. The way in which the selected studies were classified and analyzed makes it possible to provide a panorama of the impact that the integration of the multiple intelligences has on the EFL classroom. The section includes the relationships between multiple intelligences and English teaching, the perspectives of English teachers and learners towards multiple intelligences and their integration in the EFL classroom, and the advantages as well as disadvantages of the integration of the multiple intelligences in the EFL classroom.

Multiple intelligences and English teaching in the EFL classroom

The Multiple Intelligences Theory (MIT) proposed by Gardner (1983) has been gaining force and interest in the educational field as time has passed. The English language teaching area has paid special attention to Gardner's theory, and several

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studies have been developed with the objective of determining the possible relationships between multiple intelligences (MI) and the English teaching.

Alqatanani (2017) conducted a study that analyzed the effectiveness of a program based on multiple intelligences which attempted to improve the critical reading skills of EFL learners. The researched carried out this study in Jordan and selected 59 tenth grade male EFL students to participate on it. This study had a quasi-experimental design in which an experimental group and a control group were established and investigated. The participants of the experimental group were the ones who received the instruction based on the theory of multiple intelligences. Additionally, pre- and post-critical reading tests were applied in both groups in order to analyze their scores and the effectiveness of the multiple-intelligence-based instruction. The findings revealed that the scores in both tests of the experimental group were higher than the ones of the control group. These results demonstrated that there were positive and strong connections between the students' academic achievement and their multiple intelligences, which was also found in the study of Batdı (2017). In the end, the researcher concluded that the instruction based on activities and strategies which involved and integrated the multiple intelligences of the students benefited their learning and helped them improve their critical reading skills.

On the contrary, Pour-Mohammadi, Abidin, and Ahmad (2012) found weak and even null correlations between MI and the English academic achievement of the students. These authors conducted a research in an urban secondary school located in Perak, Malaysia. The purpose of this study was to investigate how the students' strengths in multiple intelligences and achievement in learning English were related. The participants of this study were 120 male students aged 16 years. Furthermore, since

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it was an exploratory research, the information/scores obtained from the applied Multiple Intelligences Test and English Language Achievement Test was analyzed through descriptive and inferential methods. The results showed that the relationships between the verbal/linguistic, visual/spatial, bodily/kinesthetic, musical/rhythmic, and naturalistic intelligences with English language achievement were weak and negative, while the relationships between the logical/mathematical, interpersonal and intrapersonal intelligences with it were null. The authors suggested that students' English language achievement is likely to be negatively affected if their multiple intelligences are not actively used in the teaching-learning process.

Moreover, Ahmadian and Hosseini (2012) conducted a study in order to investigate the possible relationship between the multiple intelligences of EFL learners and their performance on writing. This study took place in Elmi Karbordi Institute and had 33 female Persian speaking EFL learners as its participants. The data was collected through Shearer's Multiple Intelligence Developmental Assessment Scales (MIDAS) and by analyzing the learners' scores on two writing tasks. These researchers found out that the linguistic and interpersonal intelligences were significantly more related to the students' performance on writing than the rest of the intelligences. Also, they discovered that writing performance can be influenced by linguistic intelligence since students with a high-level linguistic intelligence had a high-developed writing skill. In addition, this relationship between MI and language skills was also studied by Alqatanani (2017), Ma'ssoumeh (2015), Salem (2013), and Modirkhamene and Azhiri (2012). The findings of their studies demonstrated the existence of a strong link between MI and reading, listening, and speaking skills. In short, integrating the students' MI in their EFL instruction influences positively on their language skills.

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Likewise, Gholam-Shahbazi (2019) carried out a study in order to determine whether there was a relationship between the spatial intelligence, musical intelligence, and learning style of EFL learners and their vocabulary learning. This study was conducted in the Islamic Azad University of Tehran and had 200 Iranian senior EFL learners as its participants. For the data collection, the MIDAS Test, VAK Test, Vocabulary Test, and Listening Test were used and the scores of the students on these tests were analyzed. The researcher discovered that there was a positive and significant relationship between spatial and musical intelligences and vocabulary knowledge of the learners. Finally, the author concluded that multiple intelligences play an important role within vocabulary learning, and that students can choose the best method to learn a language by being aware of the multiple intelligences they possess.

However, other studies did not focus only on determining how the English teaching and MI were related, but also on the ways in which it could be integrated in the instruction of this language. Sadeghi (2014) conducted a study that investigated the learning styles and multiple intelligences of male and female EFL students in order to determine appropriate techniques and activities for them. This study took place in Isfahan University, and 250 EFL male and female learners were chosen as its participants. The learning styles and the multiple intelligences of the participants were examined through two standardized surveys. Additionally, in order to determine the differences between the male and female group, a t-test was conducted. The results of this study showed that in the male group, the visual intelligence was the most prevailing intelligence and the interpersonal intelligence was the second most prevailing one. On the other hand, in the female group, the interpersonal intelligence was the most dominant one, followed by the visual in second place. The researcher concluded that being conscious about the students' learning styles and multiple intelligences would

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help students to improve their language skills and teachers to adequate their teaching focusing on the students' needs.

In addition, in the study carried out by Shearer (2002), the applications of MI in the EFL classroom were investigated. Shearer's study was developed in two phases. In phase one, a new assessment for the multiple intelligences was created, investigated, and validated. In the second phase, a pilot implementation project was conducted with the collaboration of English teachers and students who belonged to public schools. The objective of this second phase was to determine the best use that classroom teachers might give to an MI profile. In this phase, teachers identified their own MI profiles and engaged their students in activities that involve their multiple intelligences. The results of this study showed that if teachers are conscious about their MI profiles, they can identify their own weaknesses and empathize more with their students, which was also found by Haley (2001). Finally, the researcher suggested that the MI profile plays an important role in the development of personalized instruction and the engagement of the students in it.

Perspectives of English teachers and learners towards Multiple Intelligences and their integration in the EFL classroom.

In order to determine whether the integration of the MI in the EFL classroom can result beneficial for the English instruction, it is relevant to firstly determine the perspectives and attitudes of teachers and students before and after integrating Gardner's theory in the English teaching-learning process. Mettetal, Jordan, and Harper (1997) carried out a study that investigated the impact of a Multiple Intelligences (MI) curriculum over teachers, students, and parents. The purpose of the study was to identify the attitudes of teachers, students, and parents towards multiple intelligences

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and MI curriculum. This study was conducted during 1994-1995 in Farmington Elementary, a K-5 elementary school located in north central Indiana. Students, teachers, parents, and administrators were part of this study. In order to collect data from the participants regarding MI and its implementation in the classroom, interviews, observations, and surveys were applied. 26 teachers, 6 parents, and 129 children were interviewed, classes from each grade level were observed by means of a participant-observer method, and an anonymous survey was sent home to parents. In the end, the study revealed that students, teachers, and parents responded positively to the concept of multiple intelligences and to their implementation in the teaching-learning process. They sated that an MI-based instruction made the teaching-learning process to be more inclusive since the students' needs are taken into account, which was reported in the studies of Haley (2001), Shearer (2002), Botelho (2003), and Chen (2005) as well.

In the same context, Chen (2005) conducted a study in order to determine whether the implementation of Cooperative Learning (CL) activities, Multiple Intelligences Theory, and Whole Language Approach (WLA) in the English classroom would positively affect the students' language proficiency and attitude. This study was developed in an EFL classroom in Chung Hwa Institute of Medical Technology, a Taiwanese college. The participants of this study were the researcher's students who belonged to three English classes. The data was collected through questionnaires on attitudes and on motivation regarding CL and multiple intelligences, interviews, and students' language proficiency tests. Chen's study showed that most of the students believe that their language skills could be enhanced and improved by cooperative learning and activities focused on their multiple intelligences. Additionally, the students claimed that an instruction that contemplates their intelligences could allow them enjoy and become more responsible of their learning. This last aspect was also reported in the

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studies of Mettetal, et al. (1997), Haley (2001), Dolati and Tahriri (2017), and Batdı (2017). On the other hand, having a classroom where the students move around was not well accepted by traditional teachers who felt that it was not a way in which an academic environment could be reached (Chen, 2005).

Similarly, Botelho (2003) conducted a study in order to analyze how Multiple Intelligences Theory was applied in the English language teaching by focusing on textbooks and materials. In addition, this study analyzed and discussed the teacher's perceptions towards MI theory as well as how they selected the textbooks and materials for their teaching. The data was collected by means of a survey which was sent to 127 English teachers, Brazilians and non-Brazilians. The survey included questions about different aspects of the participants' profession as well as their knowledge and interests in terms of MI theory. From the 127 surveys that were sent, only 61 were answered. The results of this study revealed that the participating teachers were familiar with MI theory. Additionally, in terms of Brazilian English teachers, 91.18% of them used MI theory in their teaching, 5.88% did not use it, and 2.94% did not answer the survey. In terms of non-Brazilian English teachers, 88.88% of them actually used MI theory in their instruction, and the rest 11.11% seemed not to apply it. This study and its results demonstrated that most of the English teachers had a positive perspective towards the integration of MI in the English classroom and that is the reason why they use MI theory in their lessons.

Finally, Haley (2001) conducted a study that researched the ways in which the Theory of Multiple Intelligences (MI) could be applied in the classroom with the purpose of shaping and informing teaching practices and instructional strategies. The study took place in schools located in urban, rural, and suburban areas in the states of

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Virginia, New York, Florida, Texas, Georgia, and Kentucky. The participants of this study were teachers and students who were part of foreign and second language classes. The teachers selected the participating students who belonged to the grades 8 to 12, and they were placed in experimental and control groups. The control groups received an instruction mostly centered on the teacher who utilized drills and memorization in their teaching while the experimental group received an instruction which incorporated the Multiple Intelligences. The results of this study showed that teachers felt that their teaching became more student-centered and that they could reach more students, which was also reported in the studies of Botelho (2003), Haley (2001), Shearer (2002), Dolati and Tahriri (2017), and Batdı (2017). Similarly, students showed interest towards concepts of multiple intelligences and responded positively to the variety of strategies used in their English instruction.

Advantages of the integration of the Multiple Intelligences in the EFL classroom

Studies have been conducted in order to identify the effects of an instruction based on the multiple intelligences of the students. It has been shown that integrating MI in the English teaching enhances the students' language skills and academic achievement. Batdı (2017) conducted a study to identify the effect that multiple intelligences (MI) had over the academic achievement. This study was developed in the context of a multi-complementary approach (McA) which divided the study in three stages: pre-complementary, post-complementary and complementary. First, in the pre-complementary stage, 63 studies conducted on MI were scanned through document analysis. Second, in the post-complementary stage an experimental study and a qualitative analysis were carried out. In this stage, 180 students from 12th grade studying at Anatolian High School were selected to receive an instruction based on

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multiple intelligences. The scores of the students were obtained by applying pre- and post-tests. Additionally, the opinions of the students and teachers were obtained by means of semi-structured interviews. Then, in the complementary stage, the information collected in the pre-complementary and post-complementary stages was combined and analyzed. In the end, the results of this study revealed that MI had a high effect over the academic achievement of the students. Moreover, the results obtained from the interviews applied to teachers showed that MI encouraged them to prepare and conduct more adequate lessons based on the needs and interests of their students, which was discussed by Haley (2001), Shearer (2002), and Dolati and Tahriri (2017) as well. The author claimed that the students' academic achievements can be increased by integrating MI in an appropriate and effective way, and this was supported by the study of Alqatanani (2017) as well.

In the same context, Ma'ssoumeh (2015) conducted a study in order to examine the effects that activities based on multiple intelligences (MI) had over the listening proficiency of TEFL students. The participants of this study were 60 Iranian TEFL university students, male and female, who were divided into two experimental groups. The data was obtained through McKenzie's MI inventory and two standard tests of listening proficiency. Additionally, the lesson plans were developed by considering the participants MI profiles. The results revealed that the listening comprehension of the EFL learners was significantly enhanced and increased due to the integration of MI in the teaching-learning process. Finally, the author suggested that the students' listening comprehension can be enhanced even more if teachers integrate all the students' intelligences in their teaching rather than focusing only on the ones that are more developed.

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Similarly, Salem (2013) conducted a study in order to investigate the effects that an instruction based on multiple intelligences had over the development of pre-service English teachers' speaking skills. This study took place in Hurgada faculty of Education, South Valley University, and its participants were 64 pre-service English teachers. In this study, Salem (2013) used the quasi-experimental research and the scores of the participants in pre- and post-test were analyzed. The findings revealed that the scores of the post-tests were higher than the ones in the pre-test. This means that the pre-service English teachers' speaking skills improved thanks to the activities and tasks which were applied in the program.

Finally, Modirkhamene and Azhiri (2012) conducted a study with the purpose of addressing some fundamental innovative solutions for the impeding dilemmas that EFL learners face regarding reading comprehension. The authors wanted to find out whether the students' reading comprehension was affected by reading tasks based on multiple intelligences (MI). The participants of this study were 70 male and female Iranian intermediate EFL learners who were divided in control and experimental groups. The data was obtained by applying Armstrong's MI-based profiling questionnaire, a reading proficiency test adopted from FCE and by analyzing the scores that the students got on pre- and post-tests. The results that Modirkhamene and Azhiri obtained in this study revealed that the scores of the experimental group were higher than the ones of the control group. This shows that the use of MI-based reading task had a positive effect over the reading comprehension of male and female EFL learners.

Nevertheless, the students' language skills and academic achievement are not the only factors which are influenced positively by the integration of MI in the EFL classroom. In fact, it has been demonstrated that the motivation of the students is also

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positively affected. The study conducted by Stăncună and Crăciun (2011) exemplifies this point. Their study implemented tasks based on multiple intelligences in the instruction of young EFL learners in order to determine their effect on the students' learning. 60 kindergarten children and 85 first-grade students were the participants of this study. A case study with the kindergarten students and another case study with first-grade students were conducted. Additionally, interactive multiple intelligences tasks such as games, songs, and activities that involved movement were used in order to support the students' instruction. In the end, the results showed that the gamified activities and the tasks based on the multiple intelligences of the students allowed them to become more involved and motivated in the English learning process. Similar results were obtained in the studies of Haley (2001), Ibnian and Hadban (2013), and Dolati and Tahriri (2017).

In the same context, Ibnian and Hadban (2013) carried out a research in which they investigated the main features Multiple Intelligences Theory (MIT) and their implications in the English Language Teaching (ELT) field. After analyzing studies where MI were implemented in the ELT field, it was found out that the motivation of the students could be enhanced by integrating the multiple intelligences of the students in the English teaching-learning process. The authors suggested that an attractive, encouraging, and motivating atmosphere in an English class could be created by implementing MI in it.

Disadvantages of the integration of the Multiple Intelligences in the EFL Classroom

The advantages cannot be called in that way if they are not accompanied by their counterpart, the disadvantages. In the context of the integration of MI in the EFL

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classroom, its main disadvantage relies on the textbooks that teachers have to use in their teaching, which do not cover all the types of intelligences. Al-Omari, Bataineh, and Smadi (2015) carried out a study in Jordan with the purpose of determining the extent to which the Jordanian EFL curriculum incorporated the principles of Multiple Intelligences Theory. A content analysis was applied in order to examine the activities presented in the Jordanian Action Pack textbook for the first, fourth, eighth, and eleventh grades. The incorporation, distribution, and balance of the eleven multiple intelligences in the activities of the textbooks served as the criteria for their analysis. The results of this study revealed that in the textbook certain intelligences such as the existential were excluded while others like the verbal/linguistic, intrapersonal and spatial/visual intelligences were clearly noticeable in them. Normally, teachers apply the activities presented on the textbooks during their lessons since they have to respect the curriculum. Therefore, if the activities of English textbooks exclude certain intelligences, the students who possess those kinds of intelligences will also be excluded from the teaching-learning process of the language. In those cases, teachers should adapt the activities by integrating the missing intelligences, so that everyone's needs are addressed. Unfortunately, it is not always possible to include all the intelligences in one activity, which could affect negatively the learning of the students with those intelligences.

In the same way, Abbasian and Khajavi (2012) developed a study in Iranian Universities with the objective of evaluating the English language teaching program of Iranian universities to see to what extent the different multiple intelligences have been included in educational system. These researchers intended to investigate whether the content of textbooks covered all types of multiple intelligences of the students. The participants of this study were thirty university instructors of English who were

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interviewed about their consideration of the principles of MI in their classes by means of semi-structured interviews. In addition, a content analysis approach was used in order to determine the presence of MI in eighteen current English for Specific Purposes (ESP) textbooks that were being used in Iranian universities. The findings of this study showed that only a limited number of intelligences like the verbal/linguistic intelligence were covered in the ELT textbooks while the rest of intelligences were left out. In this study, it can be seen that English textbooks can represent a barrier between multiple intelligences and their integration in the classroom, which may affect the students' learning negatively.

Similar to Abbasian and Khajavi (2012), Mahmoud and Alaraj (2019) carried out a similar study in order to analyze the integration of activities based on multiple intelligences and their distribution in the four English language skills in an EFL course book. The researchers investigated and matched the activities of the book with their corresponding intelligence and language skill. The results revealed that the four language skills and the multiple intelligences were unfairly distributed in the EFL course book. They found out that the linguistic, logical, interpersonal and intrapersonal intelligences were more frequently present in the activities of the book while the rest of them seemed to be excluded from it. One more time, the activities presented on the English textbooks can constitute an impediment for the adequate and fair integration of the multiple intelligences of the students in the English classroom since teachers may find it complicated to include the ignored intelligences within the students' instruction.

Another disadvantage that surrounds the integration of MI in the English instruction deals with the influence of the teachers' intelligences on the design of the lesson. Dolati and Tahriri (2017) conducted a study in order to investigate the

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relationships between EFL teachers' multiple intelligences and the activities they apply in their teaching as well as their perceptions about Multiple Intelligences Theory. The participants of this study were 30 Iranian female and male EFL teachers who were working in private institutes and using the textbook in their classrooms. Structured observations, semi-structured interviews, and Thomas Armstrong's MI Checklist were used in order to obtain the data. At the end, Dolati and Tahriri found out that EFL teachers whose dominant intelligence was the logical-mathematical were influenced by it at the moment of selecting and applying the activities in the classroom. In other words, in their teaching, EFL teachers with logical-mathematical intelligence applied techniques such as matching activities, logical sequential presentation, classification and categorization, which are related to the mentioned intelligence. Therefore, this study shows that influence of the teachers' intelligences may drive them to plan their lessons based on their intelligences and not on the intelligences of the students, which could affect their learning.

Finally, it was also found that the time employed for the planning and development of an instruction based on multiple intelligences and the lack of English teachers' training in MI implementation may also constitute disadvantages for its integration in the EFL classroom. Pour-Mohammadi, et al. (2012) and Batdı (2017) discovered that teachers did not plan or carry out an instruction based on MI because they were not trained in this area. Additionally, teachers claimed that deciding and developing activities for each of the students' intelligences was exhausting and required a lot of their time. Thus, they considered that integrating MI in the EFL classroom was not practical or feasible.

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The studies that have been carried upon the integration of MI in the EFL classroom led to a better comprehension of the implications, acceptance, pros and cons of this issue. The mentioned aspects are relevant for the achievement of the researcher's purpose which deals with the determination of the impact that the integration of the multiple intelligences has over the EFL classroom.

CHAPTER IV

Methodology

In order to provide answers to the proposed research questions, an exploratory bibliographic research methodology was developed. According to Reed and Baxter (2006), bibliographic research is the process of finding relevant information for the research topic by using library and bibliographic resources. The data were obtained from databases such as Google Scholar, ERIC, ProQuest, Epsco, and ResearchGate. For the present work, twenty articles focused on the impact of the integration of the Multiple Intelligences in the EFL classroom were examined. The language of the articles to be

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analyzed required to be written in English, but some articles written in Spanish were also considered. The articles were classified according to two main criteria. They required to be empirical and to be published studies. Secondly, the articles had to be peer reviewed and published since 1990, so that I was able to see how Multiple Intelligences have been integrated in the EFL classroom during the last three decades.

The terms for research were the following: 1. impact, 2. integration, 3. multiple intelligences, 4. EFL classroom, 5. teaching-learning process, 6. English teachers, 7. English learners, 8. perspectives, 9. strategies, 10. motivation. In addition, qualitative, quantitative, or mixed method studies were taken into account for the present research. Nevertheless, the sources remained digital since our context and the current pandemic make it difficult to find physical ones. Furthermore, the chosen studies were analyzed in depth, so the aims of this investigation might be achieved and the research questions might be answered. Finally, this research concluded by presenting its analysis, results, conclusions, limitations, and possible recommendations.

CHAPTER V

Analysis of the Data

In order to answer its research questions and to achieve its goals, the present research synthesis collected the information of 20 studies. These studies were coded into the following categories: the main focus of the studies, year of publication considering multiple intelligences (MI) in English instruction, integration of multiple intelligences in the EFL classroom, perspectives of English teachers and learners towards multiple intelligences and their integration in the EFL classroom, advantages of the integration of the multiple intelligences in the EFL classroom, and disadvantages of the integration of

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the multiple intelligences in the EFL classroom. Each category contains figures or tables and concise descriptions which will provide a detailed explanation of its information.

Main focus of the Studies
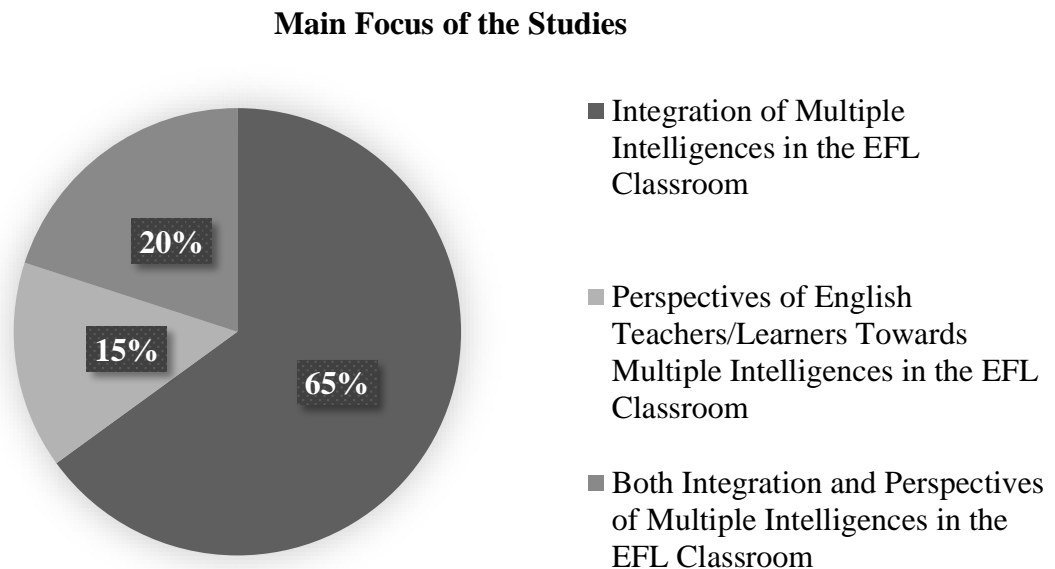
Main Focus of the Studies

Figure 1 illustrates the number of studies which allowed to responding of the three questions of this research synthesis. These studies are categorized in two parts which constitute the two main focus of this research: a) integration of multiple intelligences in the EFL classroom; b) perspectives of English teachers and learners towards the integration of multiple intelligences in the EFL classroom. In addition, it is relevant to previously specify that four studies (20%) provided data regarding both of the stated focus.

From the total number of 20 studies that were analyzed, 17 (85%) provided information about the integration of multiple intelligences in the EFL classroom, and seven (35%) contributed with data about the perspectives of English teachers and learners towards the integration of multiple intelligences in the English instruction.

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Therefore, it can be concluded that the first and second research questions were answered by means of 17 studies, while the third question could be answered through the contribution of seven studies.

Publication Year of the Studies

Multiple intelligences within education is a trending topic for the researchers of the present days, and the effects of their inclusion in the EFL classroom has been being investigated increasingly.

Table 1

Integration of Multiple Intelligences in the EFL Instruction

Year of Publication	Number of Studies	(%)
1990-1999	1	5
2000-2009	4	20
2010-2019	15	75

Note. N=20

Table 1 shows that all the studies analyzed in the present work were published within a period of 30 years from now and focused on investigating the effects of multiple intelligences in the EFL instruction. This means that the information that these studies provide is updated and of last time, which benefits this study in terms of reliability. Additionally, it is relevant to highlight the fast increase of number of studies under the current discussed issue which has been gaining more and more attention from the researchers as time passes. As it can be seen in the table, in the first decade (1990-

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1999), there was only one study. Then, in the second decade (2000-2009), this number increased to four. Finally, in the last decade (2010–2019), this number suddenly increased to 15.

Location of the studies

Table 2

Author/Year	Location	*N*	(%)
Chen (2005); Pour-Mohammadi, Abidin, & Ahmad (2012)	Asia	2	10%
Stăncună & Crăciun (2011)	Europe	1	5%
Ahmadian & Hosseini (2012); Modirkhamene & Azhiri (2012); Abbasian & Khajavi (2012); Salem (2013); Sadeghi (2014); Ma'ssoumeh (2015), Al-Omari, Bataineh, & Smadi (2015); Batdı (2017); Alqatanani (2017); Dolati & Tahriri (2017); Gholam-Shahbazi (2019); Mahmoud & Alaraj (2019)	Middle East	12	60%
Mettetal, Jordan, & Harper (1997); Haley (2001); Shearer (2002); Ibnian & Hadban (2013)	North America	4	20%
Botelho (2003)	South America	1	5%

N=20

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Table 2 presents the settings in which the selected studies were carried out. As it can be seen, most of the studies, that is 60 % of them, were conducted in the Middle East. 4 studies that represent the 20 %, were done in North America. A reduced number of studies have been conducted in Asia, Europe, and South America. This result suggests that the countries in the Middle East are more interested in the integration of the students' MI in their EFL instruction than the countries located in Asia, Europe, and South America. Additionally, it can be inferred that there is a desire to improve the English teaching in places where is not widely used in the daily community speech by integrating new aspects such as MI in the students' English instruction. As suggested by Alqatanani (2017), teachers, textbook designers, and policy makers should be more responsible for the enhancement of the quality of education. Therefore, to achieve this goal, one of the means would be the integration of MI instruction in EFL classrooms around the world.

Multiple intelligences and English teaching in the EFL Classroom

Researches have integrated Multiple intelligences in the English instruction with the purpose of identifying the possible relationships between these two issues.

Table 3

Integration of Multiple Intelligences in the English Instruction

Issue researched	No. of Studies	(%)
Relationships between MI and English learning achievement	3	25

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Relationships between MI and Language skills	6	50
Application of MI in the EFL Classroom	3	25

Note. N=12

Table 3 shows that 12 analyzed studies investigated and contributed to identifying the relationships between multiple intelligences and English instruction. As it can be seen, *the relationships between MI and English learning achievement* were researched in the three studies (25%). The findings of Alqatanani (2017) and Batdı (2017) found out that MI and English learning achievement were positively related, and that an instruction based on MI results in an improvement of the students' English learning achievement. On the other hand, Pour-Mohammadi, et al. (2012) found that the students' multiple intelligences and their English language achievement had significant negative or null correlations.

In the case of the *relationships between MI and language skills* (50%), the table shows that this issue was covered in six studies (50%). First, Modirkhamene and Azhiri (2012) and Alqatanani (2017) were able to identify a positive correlation between MI and the reading skill. Second, Ahmadian and Hosseini (2012) found out that the students' MI and the writing skill shared a strong and positive link with each other. Third, Ma'ssoumeh (2015) discovered that the students' listening skill could be improved by a MI-based instruction, which shows a clear and positive link between MI and the listening skill. Next, Salem (2013) discovered a clear and close link between students' MI and their speaking skill since it was improved thanks to the MI-based

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instruction that they received. Additionally, Gholam-Shahbazi (2019) discovered that the spatial and musical intelligences had a strong relationship with the vocabulary acquisition of the students.

Finally, the *applications of MI in the EFL classroom* (25%) were investigated in three studies (25%). Haley (2001), Shearer (2002), and Sadeghi (2014) identified the multiple intelligences of the students in order to apply an instruction which best matched with them. The studies of these researchers revealed that applying an instruction based on the students' multiple intelligences made the English learning to be more focused on the student than on the teacher since the needs of the pupils are really addressed.

Perspectives of English teachers and learners towards Multiple Intelligences and their integration in the EFL Classroom

The following table deals with opinions and believes of English teachers and learners regarding the pre- and post-integration of multiple intelligences in the English instruction.

Table 4

Reported Perspectives of English teachers and learners towards MI instruction

Studies	Main Aspects Reported by Teachers and Students			
	Enhancement of skills	Student-centered instruction	Inclusive instruction	Learning enjoyment
Mettetal, Jordan, & Harper (1997)		X	X	X

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Chen (2005)	X		X
Botelho (2003)		X	X
Haley (2001)		X	X	X
Shearer (2002)		X	X
Batdı (2017)		X		X
Dolati and Tahriri (2017)		X		X

Note. N=7

As previously indicated, seven studies contributed to determining the opinion of English teachers and learners regarding the integration of MI in the EFL classroom. These studies focused all their attention on investigating the mentioned issue, so that they provided detailed information about it.

Table 4 shows the main four aspects reported by English teachers and students before and after they were exposed to an instruction based on multiple intelligences. As shown in the table, the aspect of *enhancement of skills* was reported in the study that was carried out by Chen (2005). The English students who participated in his study were asked about what they thought in terms of integrating their multiple intelligences in their EFL instruction. At the end, the researcher found out that the students strongly believed that the activities which focused on their multiple intelligences could enhance and improve their languages skills.

Second, English teachers and learners reported that integrating MI in the EFL classroom led to an instruction centered on the students. The report of this aspect of

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student-centered instruction was identified in six different studies. Mettetal, Jordan, and Harper (1997); Botelho (2003); Haley (2001); Shearer (2002); Batdı (2017); and Dolati and Tahriri (2017) analyzed the perspectives of students and teachers before and after working with an MI-based instruction, and they obtained positive comments from them. Haley (2001) claimed that teachers and students were glad to see that the MI-based instruction allowed their lessons to become more student-centered than before.

Moreover, it was reported by English teachers and learners that an instruction based on the student's multiple intelligences was inclusive. The report of this issue of *inclusive instruction* was obtained in four studies which were carried out by Mettetal, Jordan, and Harper (1997); Botelho (2003); Haley (2001); and Shearer (2002). Botelho (2003) found that most of the English teachers who participated in the study were familiarized with MI, which is the reason why they used it in their instruction. The participants affirmed that an MI-based instruction allowed the English teaching-learning process to be more inclusive since the students' strengths and weaknesses were taken into account inside the classroom.

The final main aspect reported by teachers and students deals with the enjoyment of the English learning. This issue of *learning enjoyment* was found to be reported in five studies which were carried out by Mettetal, Jordan, and Harper (1997); Chen (2005); Haley (2001); Batdı (2017); and Dolati and Tahriri (2017). Mettetal, Jordan, and Harper (1997) found that their English teachers and students accepted and supported the integration of MI in the EFL classroom. The students who participated in this study mainly claimed that they enjoyed learning under an instruction based on MI and with activities which were focused on their intelligences.

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Advantages of the integration of the Multiple Intelligences in the EFL Classroom

The integration of multiple intelligences in the EFL classroom has revealed that it has positive and beneficious effects over students' learning.

Table 5

Advantages of the integration of the Multiple Intelligences in the EFL Classroom

Studies	Benefits of Integrating MI in the EFL Classroom				
	Skills improvement	Improvement of Academic Achievement	Student's motivation enhancement	Student-centered instruction	Learning enjoyment/ engagement
Alqatanani (2017)	X	X			
Ma'ssoumeh (2015)	X				
Salem (2013)	X		X		
Modirkhamene & Azhiri (2012)	X				
Stăncună and Crăciun (2011)			X		X
Batdı (2017)		X		X	X
Ibnian & Hadban (2013)			X		X
Haley (2001)				X	X
Shearer (2002)				X	
Dolati & Tahriri (2017)				X	X

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Note. N=10

Table 5 presents the main benefits of integrating MI in the EFL classroom, which can be contrasted with table 4 in order to see whether what English teachers and students reported really occurs. As presented in the table (Table 5), integrating multiple intelligences in the English instruction enhances the students' language skills. Alqatanani (2017), Ma'ssoumeh (2015), Salem (2013), and Modirkhamene and Azhiri (2012) investigated the effects of an instruction based on multiple intelligences and they all found that an instruction which integrates the different intelligences of the students strengthen and ameliorated their reading, writing, listening, and speaking skills.

Additionally, it was found that students' academic achievement and motivation resulted positively influenced by the MI-based instruction. Besides founding that languages skills are improved by integrating MI in the EFL classroom, Alqatanani (2017) and Batdı (2017) found that students' academic achievement could also be improved by means of an MI-based instruction. The findings of both researchers demonstrated that a teaching-learning process that involves and includes MI helps students improve their academic achievement. Thus, an increase in the grades of the students by means of an MI-based instruction shows that integrating their intelligences in the EFL classroom improves their English learning.

Moreover, it has also been found that including MI in the English teaching-learning process can motivate the students' English learning. Stăncună and Crăciun (2011); Salem (2013); and Ibnian and Hadban (2013) were able to discover that the activities based on the students' multiple intelligences had a positive effect over their motivation. After allowing students experience an MI-based instruction, Stăncună and Crăciun (2011) found out that they felt more motivated and involved in their English

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learning. Therefore, if educators want to improve the student' motivation and make them become more engaged in their learning, developing and carrying out an instruction with MI-based activities can help them achieve this goal.

Furthermore, it is relevant to compare tables 4 and 5 in order to see whether what English teachers and students expected to occur in an MI-based instruction truly happens. There are two comparisons which can be carried out. The first comparison is made in terms of the issue stated as *student-centered instruction.* As shown in table 4, it was stated by teachers and students that integrating MI in the EFL classroom could make the instruction to be centered more in the students than in the teacher. The findings of Batdı (2017), Haley (2001), Shearer (2002), Dolati and Tahriri (2017) revealed that this prediction was right. These researchers discovered that a MI-based instruction allowed the students' learning to be more focused on them since their intelligences were the ones which were taken into account during the lesson planning and development.

The second comparison is made in terms of the issue defined as *learning enjoyment/engagement*. As presented in table 3, English teachers and students stated that integrating MI in the EFL instruction might allow students to enjoy and become more engaged in their learning. The studies of Stăncună and Crăciun (2011); Batdı (2017), Ibnian and Hadban (2013); Haley (2001); and Dolati and Tahriri (2017) revealed that this prediction was certain. Through observation and the participants' declaration, these researchers found that the students enjoyed learning English under an instruction which integrated their multiple intelligences, and, as a consequence, they became more involved, engaged, and even interested in their own learning. Thus, the goal of English teachers is to make students love and enjoy their learning, integrating the students' MI in their instruction may help them achieve this purpose.

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Disadvantages of the integration of the Multiple Intelligences in the EFL Classroom

There are factors which constitute a barrier between multiple intelligences and their integration in the EFL classroom.

Table 6

Barriers between MI and their integration in the EFL Classroom

Studies	Factors that obstacle the integration of MI in the EFL Classroom			
	Teacher's Multiple Intelligences	English Textbooks	Lack of Training in MI Implementation	Time-consuming Instruction/Planning
Al-Omari, Bataineh, & Smadi (2015)		X		
Abbasian & Khajavi (2012)		X		
Mahmoud & Alaraj (2019)		X		
Dolati & Tahriri (2017)	X			
Pour-Mohammadi, Abidin, & Ahmad (2012)			X	X
Batdı (2017)			X	

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Note. N=6

Table 6 exposes the main disadvantages regarding the integration of multiple intelligences in the EFL classroom. As presented in the table, the first disadvantage that was found deals with the *teacher's multiple intelligences.* Dolati and Tahriri (2017) found that English teachers with logical-mathematical intelligence might plan and develop an instruction based on their own intelligences instead of focusing on the intelligences of their students. Consequently, the instruction stops being centered on the student and starts being centered on the teacher. In addition, as these researchers suggested, "teachers have to put aside their dominant intelligence, their interests, and preferences and integrate a variety of activities in their classrooms" (p. 9).

The English textbooks may constitute another disadvantage for the correct integration of MI in the EFL classroom. Al-Omari, Bataineh, and Smadi (2015), Abbasian and Khajavi (2012), Mahmoud and Alaraj (2019) analyzed the English textbooks which were used inside the EFL classroom and found that certain intelligences are excluded from different activities presented on the book. This represents a barrier between MI and their integration in the EFL instruction since teachers commonly apply the activities presented in the textbooks. As Al-Omari, Bataineh, and Smadi (2015) stated, "the superior attention given to the verbal/linguistic intelligence is an expected result since language textbooks usually integrate the reading, writing, speaking and listening skills that depend mainly on this intelligence" (p. 73). Additionally, those activities are not usually adaptable, and do not often allow the integration of other intelligences in them, which does not help teachers address some of the students' intelligences.

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Another disadvantage that surrounds the integration of MI in the EFL classroom has to do with the English teachers' training in MI Implementation. Pour-Mohammadi, et al. (2012) and Batdı (2017) found out that English teachers did not integrate the students' multiple intelligences in their instruction because they did not how to do it. The lack of teachers' training in MI implementation represents a disadvantage for the integration of multiple intelligences in the EFL classroom. As Batdı (2017) suggested, "teachers should participate in regular in-service training, develop their research habits about contemporary theories and approaches, and engage in actions that will contribute to their professional development" (p. 2083).

Finally, the last disadvantage that integration of MI in the EFL classroom presents is related to the amount of time employed for this aspect. In the study carried out by Pour-Mohammadi, et al. (2012), the English teachers claimed that they required to spend hours planning lessons and activities focused on the students' intelligences and to carry them out. In other words, the teachers considered that an MI-based instruction was time-consuming, which might avoid them from integrating the students' MI in the EFL classroom.

Conclusion

In short, the previous figures and tables presented the information that was used in order to answer the research questions of the present work. This information was taken from studies which research about the integration of multiple intelligences in the EFL classroom and the perspectives of English teachers and students towards it. The analysis of the studies and their results revealed that MI are positively related to the students' English learning achievement and language skills. Additionally, it was found that English teachers and students agreed with the integration of MI in the EFL

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instruction. Finally, it was discovered that even though teachers' intelligences and lack of training in MI implementation impeded the adequate integration of MI in the EFL classroom, a well-implemented instruction based on the students' MI truly helped students improve their English language learning.

CHAPTER VI

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Conclusions

Gardner's theory of multiple intelligences has gained more and more popularity and relevance within the field of education with the pass of the time, and different studies focused on MI have been carried out within the field of EFL during the recent decades as a result of that increasing fame (Modirkhamene and Azhiri, 2012). Therefore, the current research synthesis aimed at determining (1) the impact of the integration of multiple intelligences in the EFL classroom, (2) the perspectives of English teachers and learners towards MI and their integration in the EFL classroom, and (3) the advantages and disadvantages that surround the integration of MI in the EFL classroom. In addition, the criteria under which the 20 studies were selected included that the articles had to be empirical and to be published in journals or books. Also, they were required to be issued within the last 30 years, so that updated data could be obtained.

Gardner's Theory of Multiple Intelligences has been integrated in the EFL classroom in order to determine its relationships with the English learning, as well as to determine appropriate applications of MI in the English teaching. The information that was obtained from twenty studies focused on MI within EFL instruction suggests that the integration of the students' multiple intelligences in the EFL classroom has a positive impact over it. Through the analysis of the studies, it was discovered that MI shared a strong link with (1) English learning achievement and (2) the four main language skills (reading, writing, listening, and speaking). First, a high effect size of MI on the students' academic achievement was found, which revealed the existence of a positive correlation between the students' MI and their academic performance and achievement (Batdı, 2017). Second, the improvement of the students' skills of reading,

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writing, and listening, as well as their grammar and vocabulary acquisition after being

exposed to an MI-based instruction showed the existence of a positive correlation

between the students' MI and the language skills (Modirkhamene and Azhiri, 2012;

Ahmadian and Hosseini, 2012; Salem, 2013; Ma'ssoumeh, 2015; Alqatanani, 2017;

Gholam-Shahbazi, 2019). Additionally, Haley (2001), Shearer (2002), and Sadeghi

(2014) suggested appropriate applications of MIT in the EFL classroom after

identifying the students' multiple intelligences. Haley (2001) suggested that teachers

should plan and develop instructions based on the student' needs and strengths in order

to get their best learning potential. Likewise, Shearer (2002) recommended that teachers

should be trained to work with MI in the classroom and to accept their inclusion

because, in that manner, the MI of the students could be appropriately integrated in their

EFL instruction. Finally, Sadeghi (2014) stated that being aware of the strengths of the

students in terms of their MI is the key for the improvement of their skills and for the

appropriate design of syllabus and language learning methods.

In terms of the perceptions of English teachers and students towards MI

integration in the EFL classroom, the analysis of the studies revealed that they had

positive attitudes before and after experiencing an English instruction that integrated the

students' MI. English teachers and students widely accepted the idea of establishing MI

as part of the English instruction and reported four main possible benefits regarding this

integration: 1) enhancement of skills, 2) student-centered instruction, 3) inclusive

instruction, and 4) learning enjoyment. Regarding the enhancement of skills, the

students believed that their language skills might achieve an improvement through an

English instruction that integrated their intelligences (Chen, 2005). Concerning student-

centered instruction, teachers and students reported that developing lessons and

activities based on the students' MI and needs might make English instruction more

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centered on the students than on the teachers (Haley, 2001). Likewise, students and teachers claimed that a more inclusive instruction might be achieved by means of an MI-based instruction since it considered the needs, strengths, and weaknesses of the students as relevant issues for their learning (Mettetal, et al., 1997). At last, it was stated by English learners that they really enjoyed being part of an instruction which included activities based on their intelligences and interests (Chen, 2005).

Furthermore, it is relevant to highlight the advantages and disadvantages that the integration of MI in the EFL classroom presents. In the first place, the analysis of the selected studies revealed five main advantages of integrating MI in the EFL instruction: 1) improvement of language skills, 2) improvement of English academic achievement, 3) enhancement of students' motivation, 4) creation of a more student-centered instruction, and 5) learning enjoyment and engagement. First, it was found that an MI-based instruction helped the students improve their reading, writing, listening, and speaking skills (Modirkhamene and Azhiri, 2012; Salem, 2013; Ma'ssoumeh, 2015; Alqatanani, 2017). Second, applying activities based on the students' MI helped the students improve their achievement regarding the English subject (Batdı, 2017). Third, the intrinsic motivation of the students was enhanced by means of the integration of their MI in their English instruction (Stăncună and Crăciun, 2011; Ibnian and Hadban, 2013). Fourth, it was shown that it is possible to create a more student-centered instruction by designing and carrying out activities based on the students' MI. (Haley, 2001). Finally, the students enjoyed and became more engaged in their English learning because their intelligences were considered as a fundamental part of their instruction. (Stăncună and Crăciun, 2011).

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On the contrary, the analysis of the studies reveled four main disadvantages related to the integration of MI in the EFL classroom: 1) the influence of teacher's multiple intelligences on MI implementation, 2) the English textbooks, 3) the English teachers' lack of training in MI implementation, and 4) the time used for planning and developing MI-based instruction. In the first place, it was discovered that English teachers tended to plan lessons and activities based on their own intelligence, especially if they possess the logical-mathematical intelligence (Dolati and Tahriri, 2017). Second, it was found out that the English textbooks and their activities emphasized the verbal-linguistic intelligence and often neglected the rest of them, which impeded the fair implementation of all of the students' MI in the EFL classroom (Abbasian and Khajav, (2012). Third, the analysis of the studies demonstrated that English teachers were not able to implement their students' MI in the EFL classroom because they did not receive training regarding MI implementation (Pour-Mohammadi, et al., 2012; Batdı (2017). Finally, it was reported by English teachers that they did not plan or carry out lessons based on their students' intelligences since it was tiring and required a lot of time (Pour-Mohammadi, et al., 2012, Batdı, 2017).

Recommendations

Based on the analysis of this research and its results, certain recommendations can be provided. The most relevant one deals with the integration of the students' MI in their EFL instruction. As the studies revealed, the integration of MI in the EFL classroom helped students improve their language skills, academic achievement, and motivation. In addition, their integration allows the students to become more engaged in their learning and to construct a more student-centered English instruction. Furthermore, since the multiple intelligences reflect the fact that there are different

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manners in which individuals acquire knowledge, the educational system should give more importance to students' MI and design a curriculum which effectively integrates them and addresses the needs and differences of the students. As shown by the studies, English teachers and learners accept and support the integration of MI in the EFL classroom because they consider it beneficial for their teaching and learning respectively; however, the decision of their integration in the EFL instruction lays on the hands of the educational system.

Ultimately, some recommendations for future research should be appraised. As presented in the analysis, there is a lack of research in the American continent regarding the integration of MI in the EFL classroom. The analysis revealed that most of the studies took place in the Middle East; therefore, more studies should be conducted in the different countries of the North, Central, and South America. Moreover, more research on the activities and strategies for integrating MI in the EFL classroom should be carried on. By studying the effectiveness of different activities and strategies for integrating each of the students' MI in their English instruction, it would be much easier for the educational system and teachers to know what to do in order to integrate the students' MI in the EFL classroom and to address their learning differences. In the end, if these recommendations are considered, it would be possible to acquire a better comprehension of the impact that multiple intelligences have on the EFL classroom.

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