CHAPTER 2

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Nobody is superior, nobody is inferior, but nobody is equal either.

People are simply unique, incomparable.

You are you, I am I.

Osho \(^1\)

Introduction

The present chapter provides the survey of the related literature on the topic ‘Multiple Intelligence and EFL Pedagogy: Exploring Theoretical and Applicational Paradigms’. The topic is mainly concerned about two key words ‘EFL Pedagogy’ and ‘Multiple Intelligence’. Today, while we are talking of English as a global language or as a lingua franca of the world, English Language Teaching is still perceived in terms of ENL, ESL and EFL contexts. Therefore, this chapter first reviews the status of English across the world, the three contexts of ELT and finally the significance and scope of multiple intelligences in EFL.

2.1 English across the World

The consistent expansion and proliferation of the English language over the centuries has earned it the status of ‘global language’ (Crystal, 2003; Graddol, 2006), ‘international language’ (Jenkins, 2000), ‘lingua franca’ (Seidhofer, 2011) and ‘world English’ (Rajagopalan, 2004). Attaining such a status by English language means it has overpowering influence in almost all walks of life across the globe. But it also means a change in the linguistic map of the world, as a consequence of which innumerable languages became extinct, and many are breathing their last. This is aptly observed by Crystal in his phenomenal book *English as a Global Language*:

In many of these cases, the death has been caused by an ethnic group coming to be assimilated within a more dominant society, and adopting its language. The situation continues today, though the matter is being discussed with increasing urgency because of the unprecedented rate at which indigenous

\(^1\) Osho 2011: 5
languages are being lost, especially in North America, Brazil, Australia, Indonesia and parts of Africa. At least 50 per cent of the world’s 6,000 or so living languages will die out within the next century. (Crystal 2003, p.20)

He clarifies that, “The statistics suggest that about a quarter of the world’s population is already fluent or competent in English, and this figure is steadily growing – in the early 2000s that means around 1.5 billion people” (Crystal, 2003, p.6).

About the omnipotence of English in its home country, USA, and devaluing the other languages at the expense of English, Saville-Troike (2006) states that:

In USA learning English is expected, and the teaching of English as an L2 to immigrants is encouraged and/or mandated by state and federal agencies. In contrast, state and federal support for learning other languages is sporadic and generally ineffectual. (p.120)

Similarly, Baugh and Cable (2000) analyze the situation in Africa and explain:

In Nigeria three main African languages—Hausa, Yoruba, and Igbo—and scores of languages spoken by smaller groups exist alongside English. Although only a tiny majority of the population speaks English, almost always as a second language, it is the official language of the country. (p. 303)

They further explicate that “Swahili is the official language in Tanzania but government business is routinely transacted in English” (Baugh and Cable, 2000, p.304).

While English first, in its own country, replaced the influence of such languages as Latin and French with its expansion through missionaries and colonizers, it became the language of the elites in the colonies.

Rapatahama and Pauline in their book *English Language as Hydra: Its Impacts on Non-English Language Cultures* (2012) call English a hydra, a monster which has reared its heads in many locations and it challenges local languages and individual identities unashamedly. They argue that:

Today’s English language Hydra has managed to increase its geographical range to span the planet. English has adapted to a wide range of environments
by developing different heads in different places and sometimes different heads in the same place. It has also developed its own symbiotic relationships with societies, business, governments and education systems. (Rapatahana & Pauline, 2012, p. 2)

Rapatahana and Paulinein their book bring together the voices of linguists, literary figures and teaching professionals. Among them about the status of English in Hong Kong, Lin (1996) observed that:

Access to English was never open to the majority of students-those at the lower end of the socio-economic scale. English constitutes the dominant, if not exclusive, symbolic resource and the prerequisite for individuals aspiring to gain a share of the socioeconomic material resources enjoyed by a small elite group. (Cited in Rapatahana & Pauline, 2012, p. 143)

And also Wing-San (2009) writes about what he calls ‘collaborative colonialism’.

He sees this as beginning during the early British take-over in the 1800s, when the desire for English language was a deliberate, class-focused partnership between a small, local Chinese elite and the colonial British government, who both designed to split themselves from the mainland Chinese masses, who were not able to access English. (Rapatahana & Pauline, 2012, p.143)

Kachru (1983) also refers to English as the language of the elite in India. He writes:

In India by 1928 English had been accepted as the language of the élite, of the administration, and of the pan-Indian press. Although the English newspapers claimed only a limited circulation, they had acquired an influential reading public. (Kachru, 1983, p.69)

Wing (2009) talks about the part of English in varying backgrounds and as a tool at the service of the elite. He states:

For better or for worse, and whether the world likes it or not, English is in effect the official language of Planet Earth. It is the most commonly used language of international commerce, politics, science, diplomacy and
international flight and it is the primary pathway of global communication and global access to knowledge. The elite running Malaysia and members of their families all speak English which proves that they have confidence in the language and know its importance in their lives. (Wing, 2009, p.1)

However, it has become a matter of debate that if learning and using English becomes a privilege of the elite it might lead to social problems, as Christopher Tribble (2012) says:

Access to English education should not just be the prerogative of the elite because that would be a problem in the long-term for a country like India where the population is huge and urbanization is still taking place and people are still moving from villages to towns and from towns to cities for better job opportunities. (Tribble, 2012, p. 2)

With the spread of colleges and the increase of universities, the importance of English was rising, and in the early twentieth century, English was formally established as the official and academic language of India. English thus became the prestige language, completely replacing Persian and the Indian languages (or what were then called the vernaculars).

Kachru writes in *The Indianization of English: The English Language in India*:

The growth of bilingualism in English in this region is closely connected with the beginning of colonization of the area by the British. The early serious efforts of contact with South Asia started in the sixteenth century and by the eighteenth and nineteenth centuries the area was under the political domination of the British. As the British were deepening their roots in the colonies, the English language also was taking root; and eventually a large number of English L2 speakers developed whose competence in English varied considerably. (Kachru, 1983, p.18)

A detailed account of the impact of the missionaries is found in the publications of Duff (1837), Sherring (1884), Richter (1908) and Law (1915). The efforts started in 1614 and became more and more effective after 1659 once the missionaries were allowed to use the ships of the East India Company. Grant
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summarizes the main reasons for trouble on the Indian subcontinent in the following statement:

The true curse of darkness is the introduction of light. The Hindoos err, because they are ignorant and their errors have never fairly been laid before them. The communication of our light and knowledge to them, would prove the best remedy for their disorders. (Grant 1831-32, pp. 60-61, cited in Kachru, 1983, p.20)

In 1813, with the efforts of Charles Grant, William Wilberforce, and the Foreign Secretary, Lord Castlereagh, the House of Commons in its 13th Resolution resolved that it is the opinion of this committee that it is the duty of this Country to promote the interests and happiness of the native inhabitants of the British dominions in India and that measures ought to be introduced as may tend to the introduction among them of useful knowledge, and of religious and moral improvement.

In Sri Lanka, James Cordiner went as chaplain to the garrison in Colombo in 1799 and took over as principal of all schools in the settlement. There again, the efforts in teaching English were first made by missionaries, and it was not until 1831 that the government started imparting English education. By the time the government took over there were already 235 Protestant mission schools, out of which only ninety were under the direct control of the government. Kachru (1983) explains:

The foundation of the ‘Christian Institution’ was laid in Sri Lanka in 1827 by Sir Edward Barnes, “to give a superior education to a number of young persons who from their ability, piety and good conduct were likely to prove fit persons in communicating a knowledge of Christianity to their countrymen. (Barnes 1932:43 cited in Kachru, 1983, p.20).

Roy’s often quoted letter to Lord Amherst, dated 11 December 1823, is an important document which contributed to the introduction of bilingualism in English in the Indian subcontinent. The notable passage was “The Sanskrit system of education would be best calculated to keep this country in darkness” (Cited in Upadhyaya, 1990, p.86).
Over centuries of the imperial power of British, the English language became so deep-rooted that it has almost become one of the national languages of the colonies (now independent countries) such as Nigeria, Ghana, Singapore and India.


Indeed, the importance of English throughout the world is reflected in the publication of ever-increasing number of monographs and edited volume as well as in the continued existence of three well-established journals—namely English Worldwide (founded 1979), World Englishes (founded 1984), and English Today (founded 1985)—whose focus is specially related to the role of English in a wide range of international contexts. (McKenzie, 2010, p.1)

As the English kept spreading through the world, language of policies and nations changed, language of business, economy, trade and education also changed. It became the language of trade, education, job opportunity, media and what not. English still plays its dominant role as a language of power, opportunity and success in all walks of life. In fact, the interdependence of language and technology leads to a marked ground for the worldwide spread of English. According to Broughton et al (1980):

A further reason why English enjoys worldwide currency, apart from political and historical considerations is the rapidly developing technology of the English speaking countries. Half the world’s scientific literature is written in English. By comparison, languages like Arabic, Yoruba and Malay have been little equipped to handle the concepts and terms of modern sciences and technology. English is therefore often the only available tool for twentieth-century learning. (p.3)

Likewise, Lazaro and Medalla (2004) discuss the privilege of English as the internet language:

In a series of survey conducted by International Telecommunications Union (ITU), language continues to play an important role in Internet usage. Countries where English is widely spoken such as Singapore, Malaysia, and the Philippines, have a strategic advantage vis-à-vis their neighbors. The
Indochina countries, Thailand, Laos and especially Cambodia on the other hand face extra barriers because their alphabets are Sanskrit based making them difficult to adapt to computers. Global internet statistics show that English shares around 36% of the total online language. (pp. 283-284)

Even after the decline of the British Empire, the expansion of English continued worldwide and the responsibility was taken over by the newly emerged post-World War II power, the United States of America. On the lines of Britain, the US started scholarships, exchange and training programs, established such agencies like USIS, RELO, ASRC and the American library to support and encourage the cause of the English language.

The United States became the outstanding power in almost all areas including industry, medicine, technology, media, etc. Thus for every nation who wishes to benefit from the innovations and developments in those fields must learn the language behind them i.e. English.

As a consequence, despite the initial tough resistance, even the countries which were not the British colonies like, Germany, France, Russia, China and the Arab world came to admit the role of English. The 1994 ‘Touban Law’ by the French state is perhaps the best attempt by this state to resist against the English hegemony. As Wexler notes:

The principles underlying the law’s adoption are clear: (i) to protect the French language by mandating its use in French territory and (ii) to ensure its ‘linguistic purity’ by outlawing the introduction of foreign (read English) elements into its lexicon. According to her, the law aimed to “Protect France’s identity and the identity of the French people; to maintain French participation in the sciences and the economy; to eliminate ‘contamination of French culture by the English language and the American ideas. (Cited in Sonnatag, 2003, p.46)

It is reported that:

In Brussels, French diplomats and policymakers have largely accepted – albeit reluctantly – the idea that French has lost its supremacy to English, which has become the main working language of EU institutions. Defenders of the
French language have of course not disappeared, like the aptly named ‘Défense de la Langue Française’ Organisation (DLF), or the ‘Francophonie’, an international club of 77 countries which share French as a common language. But their rhetoric has started shifting from a purely defensive stance to one which sees language issues from the broader perspective of multilingualism and influence. (French EU elite abandons, 2013)

In China also English language has been perceived as the prerequisite of the economic power of this country. “The Chinese government recognizes the importance of English for the internationalization of China’s economy and for China’s position as a global power,” says Minh Tran (Cited in King, 2015).

As Tsui and Tollefson (2007) point out, “English is perceived by language policymakers in Asian countries as a multinational tool that is essential for achieving national goals and individuals as an indispensable resource for personal advancement” (Cited in Feng, 2011, p.23).

Gil and Adamson (2011) in their article “The English Language in China: A Sociolinguistic” Profile state that:

The English language currently enjoys unprecedented importance in the Chinese context, to the extent that it could be argued that its use is now more widespread and has higher status than any other time in its interaction with China. (p.1)

Furthermore, Lin (2002) explicates:

Most important of all, after 20 years’ effort, China has built a solid foundation for the further development of public college English teaching. Great progress has been made in terms of personnel training, textbooks, courses, field work, teaching method and teachers. (p.8)

About the status of English in Russia, Proshina (2008) says that, “In Russia English is the major foreign language at school and is considered to be a language for intercultural and international business communication. Its domestic functions are limited to some pragmatic usage and education” (p.125). She further argues that:
The World Englishes (WE) ideas are to find their way to the minds of Russian linguists and educators. There is practical need communicating with non-native speakers through English, which raises questions of the so-called intermediary translation. This practical need will result in accepting Russia English identity required for spreading information about Russian culture in the world. (Proshina, 2008, p.125)

Put succinctly, as Broughton et al (1980) clarify:

Indeed, more than 60 percent of the world’s radio programs are broadcast in English and it is also the language of 70 percent of the world’s mail. From its position 400 years ago as a dialect, little known beyond the southern counties of England, English has grown to its present status as the major world language. (p.1)

These figures and statistics and the presented literature, in general, give a clear image of the growth and expansion of English and its supremacy over all other languages in almost all corners of the world. The spread and use of English in different contexts have gained it different roles with specific importance which will be dealt with in the next section.

2.2 ELT and its Contexts

EFL pedagogy is not a new phenomenon, though because there are various definitions of the terms of learners, teachers, materials and such other aspects it is considered a recent concept as a specialized area of ELT.

In the beginning, when the British started the teaching of English in the colonies, they depended heavily on the available pedagogic paradigm in their homeland and hence imported all the resources (like materials, methodologies, teachers, etc.) for teaching English from Britain to the colonies. There was hardly any difference, except the learners, between the teaching of English in Britain and in the colonies. It was only later that the researchers realized the importance of place/context of English language teaching.

Randolph Quirk (1972) identified the following three contexts of English:

1. ENL (English as a Native Language)
The context where English is used as the Native language, as for example in countries like the USA, the UK, Canada, Australia and New Zealand. In terms of the users, ENL refers to the mother-tongue variety.

2. ESL (English as a Second Language)

The context where English is the institutionalized variety and is being used as the second language in almost all the erstwhile British colonies like India, Pakistan, Philippines, etc. ESL covers a large speech community of the world. Some of its major features are as follows:

(i) English is one of the two or more linguistic codes of the country.
(ii) It has acquired an important status in the language policies of most of such societies. For example, in Nigeria it is an official language (Bangbose 1982); in Singapore, it is a major language of the government, the legal system, and education (Platt and Webber 1890); Lowenberg 1985; and in India, it is an ‘Associate official language’ (Kachru 1985: 12-13).
(iii) Functionally English is being used for both intra and international purposes, and that English has developed a native literary tradition in different genre (Kachru 1985: 13; Parashar 1989).

In the ESL context, English language teaching is being conducted in two situations one, within the culture of the second language (i.e. an Urdu/Hindi speaker learning English in Britain); and the other within learner’s own native culture where the second language is an accepted lingua franca (i.e. learning English in India).

3. EFL (English as a Foreign Language)

In this context, English is used as a ‘Foreign’ language mainly for international purposes. EFL refers to such countries as Russia, China, Saudi Arabia, etc. It is this context that has given English the status of international language by replacing its other linguistic rivals like French, Latin, etc. (Khan, 1999, pp.7-8)

Later on, the other authors and researchers recognized specific distinctions between EFL and ESL contexts. For instance, Broughton, et. al. (1980) compared these contexts in terms of the learners’ motivation towards learning the language. They argue that there are mainly two kinds of motivation for learning a foreign
language ‘instrumental’ and ‘integrative’. If anyone learns a language for operational purposes, say, to be able to read a book or to be able to communicate with other speakers of that language, he has an instrumental motivation. For example, science students, tourists and merchants are motivated to learn English instrumentally. On the other hand, there are people who want to identify with the speech community of the language which they are learning, to perceive and to feel the world view and attitudes of that community. They specify that:

In a second language situation, English is the language of the mass media: newspapers, radio and television are largely English media. English is also the language of official institutions—of law courts, local and central government—and of education. It is also the language of large commercial and industrial organizations. Clearly, a good command of English in a second language situation is the passport to social and economic advancement, and the successful user of the appropriate variety of English identifies himself as a successful, integrated member of that language community. (p. 6)

Likewise, Celce-Murcia (2001) defines second and foreign language in her words:

A second language is a language studied in a setting where that language is the main vehicle of everyday communication and where abundant input exists in that language. A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted. (p. 359)

Littlewood (1984) also compares the second and foreign language learning situations as follows:

In second language learning situation, language has communicative functions inside the community where the learner lives…in a foreign language learning situation, the language has no established functions inside the learner’s community but will be used mainly for communicating with outsiders. Foreign language learning would thus include the learning of French in Great Britain, the learning of English in Germany or Holland, and so on. (p.54)
From an alternative point of view, Broughton et al (1980) believe that learners in an EFL situation are in one way more benefited than learners in an ESL context, according to them:

Learners of English as a foreign language have a choice of language variety to a larger extent than second language learners. Foreign students of English in Mexico and the Philippines tend to learn American English. Europeans tend to learn British English, whilst in Papua New Guinea; Australasian English is the target variety. (p.7)

This scenario of the English language has been briefed very aptly by Braj Kachru (1983). He described the world of English in terms of three circles, ‘inner circle’, ‘outer circle’ and ‘expanding circle’.

In the inner circle, he puts countries such as Britain, the USA, Australia, etc. where English is the native language. The outer circle contained countries where English had become an official or widely used second language. These included India, Nigeria, Singapore, etc. This circle refers to what Quirk calls ESL context. Finally, the expanding circle represented those countries where English was learnt as a foreign language, this circle may be equated as EFL context.

The above discussion has mainly tried to explain that the English language over centuries has expanded and spread all over the world and is used for various purposes ranging from interpersonal communication to creative activities. Such a spread and use of English has been categorized by Kachru (1983) in three circles and by Quirk (1972) in three contexts, namely ENL, ESL and EFL. Despite the above contextualization by Quirk, the terms ESL and EFL are often used interchangeably for the context, which is other than ENL. This is so, perhaps because of the fact that the theories and approaches for ELT have been common for both ESL and EFL contexts. Even the paradigm shift that one finds in the history of ELT is common to both. Nevertheless, the two terms-ESL and EFL- are used separately mainly to identify learners’ identity, the place of research, and the context of learning and teaching. Such a distinction also helps in identifying specific finer details of the learners, their background, and their motivation, the appropriateness of strategies, techniques and materials for an effective teaching and learning of English.
2.3 Foundations of Learning English as a Foreign Language

At present age, the world is facing an inevitable process which is called globalization. It means anything which is produced in any part of the world including products, ideas, inventions and so on tend to expand throughout the world and to engender international influence. Knowing a single common language is the underlying fundamental to join this international process. For various reasons which were discussed in detail, English language has got the status of global language. It is the main language of important world organizations like NATO, UN, WHO, UNICEF, etc. So, whoever wishes to keep pace with this global process has to gain a satisfactory command over English language.

This situation has made the ground for the ever increasing importance of English language in many spheres of life, including, politics, job opportunity, access to knowledge and information, tracking news and scientific advancements. According to Godden (2010):

If you are interested in advancing in the business world, English is a key to success. Most countries in some way will do business with English speaking countries. As well, English has become the international language of business and is often used as a neutral language for business between various countries. It is now common for an engineer in Mexico to get technical support in English from an expert in China. With English, you can communicate with technicians and experts from the United States in order to help your company. You can also communicate with business people from other countries in the neutral language of English. Companies are also recognizing the value of English and now pay more for employees who can speak English. So even in your own country, speaking English can get you more cash. (p.1)

Therefore, in order to sustain on the international scene, a country cannot avoid English language. Ashworth argues that:

No nation can isolate itself from world trade and world politics. Some of its citizens must master at least one of the major languages if that country is going to be an active member of the international community, and in many parts of the world that language will be English. (Ashworth, 1985, p.19)
As Broughton et al (1980) claim:

Of the 4,000 to 5,000 living languages, English is by far the most widely used. As a mother tongue, it ranks second only to Chinese, which is effectively six mutually unintelligible dialects little used outside China…barriers of race, color and creed are no hindrance to the continuing spread of the use of English. Besides being a major vehicle of debate at the United Nations, and the language of command for NATO, it is the official language of international aviation, and unofficially is the first language of international sport and the pop scene. (p.1)

As a result of this widespread functionality, English has become the language which is being taught as the world language in schools, colleges and universities in almost all corners of the world. According to Graddol (2006):

Improving national proficiency in English now forms a key part of the educational strategy in most countries…including an estimated 176.7 million children studying English in Chinese schools alone. (pp. 70-95)

Likewise, Ashworth explains, “76.7 percent of secondary students throughout the world are enrolled in English classes. Some of these students will complete their higher education in English and perhaps study abroad” (Ashworth, 1985, p 19).

In countries where English has yet found no place in their school syllabi, private English institutions meet the demands of the parents who realized the importance of English and are willing to pay to ensure that their children thrive on the ladder to social success.

There are two major trends concerning teaching EFL Pedagogy: First, teaching English as a language, which usually starts from primary or secondary levels; and the second trend is, teaching English through an interdisciplinary approach, that is, integrating language learning with other curricular contents which is practiced in advanced levels.

2.4 Issues of Teaching English as a Foreign Language

As it is so far discussed in detail, ENL, ESL and EFL are three different contexts in each of them English language has specific functions. Thus, the
educational goals and the needs and aims of learners are distinct in each context. In an EFL context, English is learnt generally for the purpose of promoting connections with the rest of the world, for international trade, travelling abroad, and so on. In such context the immediate need of English is not felt in society, therefore, it is not either included in the school syllabus as a compulsory subject from the beginning levels or if it is, the allocated time is less than sufficient to meet the learners’ needs.

Davari and Aghagolzadeh in “To Teach or not to Teach? Still an Open Question for the Iranian Education System” put forward the position of English language in Iranian education system as an EFL context. They quote Kaplan and Baldauf (1997) as saying that, “Most foreign language education worldwide is delivered at the rate of three 50-minute periods each week. The average time in Iranian education system is around 50 to 80 minutes per week” (Davari and Aghagolzadeh, 2015, p.17).

As per the global needs, English language courses in EFL contexts are supposed to be founded on communicative approaches; however, the students who graduate from these courses are not indicative of such objective. As an explicit fact, the main cause of the low level of oral/communicative proficiency of EFL students, who study English in their own country, is the lack of enough exposure to English language and not using it as a functional tool. On the other hand, the other reason for this inefficiency is rooted in the educational system. Materials, textbooks or tasks which are used in EFL classes are either obsolete or they are taught based on traditional ways of teaching.

It has to be pointed out, as the new changes and developments have been happening in the field of ELT, adjustment of all components is fundamental to get the projected achievements in an ELT course. In some contexts, though the recent approaches and methods were adopted, materials and textbooks remained in their traditional form.

According to Davari and Aghagolzadeh (2015), “Success cannot be guaranteed in the absence of appropriate in-service training for the teachers used to traditional methods and now presented with new books and content” (p.17).

Apart from methodological and technical matters, there are other issues behind teaching and learning a foreign language like political, social, or ethical issues which
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may hinder the success in the process of teaching and learning. A biased attitude towards a foreign language can greatly influence on learning and teaching that language. For example in Iran, after the revolution, English was looked at as the language of enemy to the extent that until recently the subject in school and higher education was titled ‘foreign language’. Undeniably, in light of such impression, the introduction of new materials or revising old textbooks are not welcomed. Imposing English as the language of power can invoke the nationalism feeling in learners and make them resistant to learning a foreign language. For instance, in France and Germany, people see the English language as contaminating their national cultural unity. However, as Brown argues:

Our learners of the English language must be free to be themselves, to think for themselves, to behave intellectually without coercion from a powerful elite, to cherish their beliefs and traditions and cultures without the threat of forced change. (Brown, 1997, p. 1)

Definitely, when an alien language is imported into an educational system some pedagogical adaptations are essential to make it more acceptable and plausible.

Second language teaching is not a commodity that can be exported as if it were an object- it is a process which affects people’s lives. There are therefore ethical and professional considerations to be taken into account and the responsibilities to be assumed. (Ashworth, 1985, p.120)

Ashworth suggests that:

EFL teachers should study the educational system- its values, structures and goals- and the social and economic systems; and they should consult with local teachers and try to see the situation through their eyes before launching into a program of change which maybe both harmful and ineffective. It is better to make haste slowly! What works in the Unites State, Britain, Canada, and Australia may not work in China, Nigeria, Thailand or Saudi Arabia and vice versa. (Ashworth, 1985, p. 124).

Based on what has been discussed so far about foreign language learning, the fact which becomes evident is that the issues which arise in the way of language learning are not always ascribed to linguistic confusion but the majority of them have
to do with the psychological aspect of learning. Many researchers and authors split this domain in various ramifications. In one way or another, we can say that all these ramifications are associated with differences between learners as different individuals.

2.4.1 Accounting for Differences between Learners

Gardner in his book *Social Psychology and Second Language Learning* (1985) mainly argues how the individual differences, primarily attitude and motivation affect the success in acquiring another language. He claims that:

Such variables would seem to be important simply because the second language course is very different from other courses in the student’s curriculum. Other courses such as mathematics, history, and geography, all involve aspects of the student’s own culture, or at least perspectives of his or her own culture. When studying history, for example, the student is presented with material from the perspective of his or her own community. When confronted with modern languages, however, students face material from another cultural community. Moreover, students are not asked simply to learn about the language; they are required to learn the language, to take it in, as it were, and make it part of their behavioral repertoire. The words, sounds, grammatical principles and the like that the language teacher tries to present are more than aspects of some linguistic code; they are integral parts of another culture. As a result, students’ attitudes toward the specific language group are bound to influence how successful they will be in incorporating aspects of that language. (Gardner 1985, p.6)

Lack of awareness about the alternative attitudes to language learning and learning styles is an issue in learning a second or foreign language. As Hadfield states (1992):

Any group of students, brought together for the first time, will have different expectations of what learning a language involves and what they want out of the course. One problem maybe is that they have not really defined these expectations to themselves; another problem may that they have never really questioned received attitudes to language learning; yet another problem may be that they are unaware of alternative attitudes to language learning and learning styles. All these problems have the potential to cause friction even in an otherwise good-natured group. (p.32)
In the light of the above discussion, it is apparently observed that a multitude of elements contributed to the forging of the EFL course. In fact, the EFL pedagogy is an educational field which is more or less built on principles and theories emerging in various disciplines. Psychological theories are maybe among the most influential. One of these prominent theories which has recently developed is the theory of multiple intelligences that, soon after its emergence, it was embraced by teachers and educationists. By now, many researches and studies have been conducted on this theory and its involvement in education and particularly in the field of language teaching. Some of the significant works dealing with the multiple intelligences theory (hereafter MIT) are briefly discussed in the current chapter. On the whole, these works present an introduction to MIT, bring up its theoretical foundations and compare and contrast its tenets with the alternative theories’. The main portions of the works assembled here specifically assess and examine the MIT dimensions in the area of English language teaching (ELT).

2.5 Theory of Multiple Intelligences

The theory of multiple intelligences was first propounded by Howard Gardner psychology professor at Harvard University in his famous book Frames of Mind (1983). Gardner challenges the traditional concept of intelligence as a static single construct and reviews the earlier views towards intelligence. He claims that, “All human beings possess not just a single intelligence, rather, as a species, we human beings are better described as having a set of relatively autonomous intelligences” (p. xii). He defines intelligence as, “The ability to solve problems or to create products that are valued within one or more cultural settings” (p.xxviii). He introduces seven intelligences exhaustively through examples and reviews the various ways in which they have been deployed in diverse cultural settings. These seven intelligences include: linguistic intelligence, musical intelligence, logical/mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, interpersonal and intrapersonal intelligences. Furthermore, he talks about the ample evidence for naturalist and existential intelligences.
He responds to criticisms lodged against MI theory and clarifies confusions about the concept of intelligence and other concepts like learning styles and talents. He sets forth eight criteria which must be met by any capacity or ability to be counted as intelligence, these criteria are as follows:

- Potential isolation by brain damage.
- The existence of idiots, savants, prodigies, and other exceptional individuals.
- An identifiable core operation or set of operations.
- A distinctive developmental history, alone with a definable set of expert ‘end-state’ performances.
- An evolutionary history and evolutionary plausibility.
- Support from experimental psychological tasks.
- Support from psychometric findings.
- Susceptibility to encoding in a symbol system.

While Gardner believes in heredity and biological factors backing up the existence of intelligences in each person, he puts a special emphasis on the significant role of education and environment in nurturing a particular intelligence(s) in people. On this subject, he gives examples of people in different societies and illustrates that how culture can lead to development of a particular intelligence in a person.

Similarly, Gardner and Hatch in their research paper “Multiple Intelligences go to School: Educational Implications of the Theory of Multiple Intelligence” (1989) review the history of intelligence from the perspective of multiple intelligences. They are concerned with the proper manner of assessing intelligence, and argue that, “Each intelligence displays a characteristic set of psychological processes, it is important that these processes be assessed in an ‘intelligence-fair’ manner” (Gardner & Hatch, 1989, p. 6).

Armstrong in his book Seven Kinds of Smart (1999) alongside giving an introduction to the theory of multiple intelligences discusses two recently added intelligences to the list of Gardner’s multiple intelligences, which they include, naturalist and existential intelligences. He elucidates that what it means to be smart based on the theory of MI. He suggests exercises, ways, ideas and practical tips for developing multiple intelligences, and provides concrete examples of intelligent behavior from numerous cultures around the world, and presents checklists for determining strongest and weakest intelligences.
2.5.1 Multiple Intelligences and Educational Context

There is a broad scope for studying the implementation of MIT in education from different perspectives and dimensions. In this connection, one of the most comprehensive books which can be referred to is *Multiple Intelligences in the Classroom* by Armstrong (2009). In his book, Armstrong discusses the foundations of multiple intelligences theory and addresses teachers and educators about the importance of gaining an understanding of MI theory before applying it in the classroom. Then he examines how teachers can discover students’ most developed intelligences and also teach students about this theory. Armstrong links many aspects of education such as curriculum development, teaching strategies, assessment and special education to the theory and ideas of multiple intelligences theory. He puts forward the other applications of MI theory like computer technology and career counseling. He introduces also the existential intelligence, the ninth intelligence which Gardner has written about its possibility. He has also reviewed some major criticisms of MI and has responded to them.

In the book *Developing Students’ Multiple Intelligences* (1998) Nelson declares that applying multiple intelligences theory in the classroom is a unique experience for every teacher, based on this belief he has offered guidelines and ideas for designing diverse activities, and enhancing many aspects of teaching and learning-lesson planning, assessment and individualized learning- he has offered sample activities meanwhile. He suggests methods and strategies for improving literacy skills and gives outlines for arranging a classroom with MI environment.

Similarly, Baum et al in *Multiple Intelligences in Elementary Classroom* (2005) do not introduce a single approach for application of MI theory in classroom but they offer five pathway models linking MI to educational goals involving, identifying students’ profiles of intelligences, using MI to promote literacy, designing curriculum opportunities using MI that promote understanding, engaging students in authentic activities and identifying and nurturing students’ gifts and talents. They also provide general activities aligned with each pathway.

In the first section of his book *Multiple Intelligences in Practice: Enhancing Self-Esteem and Learning in the Classroom* (2006), Fleetham challenges the traditional concepts of intelligence, IQ and g, against the multiple intelligences idea.
He presents activities, case studies that demonstrate MI successful implementation, and experiences of teachers who have applied MI ideas in their classrooms. In the second section of the book, he offers advice on how to set up an MI classroom, accordingly. He introduces four pathways to MI teaching and learning, building on strengths, talent development, enhancing understanding and solving problems.

Hoerr et al in the book *Celebrating Every Learner: Activities and Strategies for Creating a Multiple Intelligences Classroom* (2010), compile lesson plans which are practiced in New City School, an MI school that Hoerr is the head of it. These lesson plans are created for different subjects like art, science, social studies etc., and apt for primary and intermediate levels, they address purpose, procedure, assessment, and MI extensions. The book encompasses articles, about MI implementation, written by the faculty members of New City School at the beginning of each chapter. A number of activities supporting each intelligence are listed as well. Checklists are provided for teachers to identify each intelligence in students.

Barrington in his article “Teaching to Student Diversity in Higher Education: How Multiple Intelligence Theory Can Help” (2004) argues that since there is a world massification of higher education and subsequently an increase in the diversity of the student population the developments like MI and other inclusive pedagogies can be more often utilized in higher education to meet the demands of universities. He also gives a report on the result of workshops on outlining the ideas of MI that he ran at the Institute of Vocational Education (IVE) in Hong Kong and at the University of Auckland in New Zealand.

Akbari, R., & Hosseini in “Multiple Intelligences and Language Learning Strategies: Investigating Possible Relations” (2008) have conducted a research to investigate the existence of any possible relationship between the use of language learning strategies and multiple intelligences scores. The sample of their study included foreign language learners at BA and PG levels. The instruments which they used included: MIDAS (Multiple Intelligences Development Assessment Scales), SILL (Strategy Inventory for Language Learners) and a retired version of IELTS. The results of their study indicated that such a relationship exists and that MI and second language proficiency are related.
In their article “Multiple Intelligences: Theory and Practice in Adult ESL” (1999), Christison and Kennedy outlined the theory of multiple intelligences and described its application in teaching English to adult ESL learners. They also provided an MI inventory for EFL/ESL adults.

Sternberg in his article “Raising the Achievement of all Students: Teaching for Successful Intelligence” (2002) introduces the theory of successful intelligence and elaborates the teaching process through this theory. He also compares this theory to Bloom’s taxonomy and Gardner’s multiple intelligence theory.

Bas in “Implementation of Multiple Intelligences Supported Project-Based Learning in EFL/ESL Classrooms” (2008) introduces project-based instruction as a rather new learning approach. He argues the benefits of project-based instruction in EFL/ESL classrooms and how it is closely related to MI ideas. Also, Stancuna conducts a case study for primary students who learn English as a foreign language titled “A Multiple Intelligences Approach and Project-Based Assessment” (2014). She argues that through the implementation of MIT, as a modern theory, the learning process can be extended to the period of assessment. So, the assessment procedures will be more attentively focused in order to provide the best learning environments.

Maftoon and Sarem in “The Realization of Gardner’s Multiple Intelligences (MI) Theory in Second Language Acquisition (SLA)” (2012) outline the concept of intelligence, its characteristics and its role in major second language acquisition approaches. They claim that intelligence is often thought to be one of the most significant predictors of language learning success. They refer to the influence of Gardner’s MI theory in the development of second language approaches and methods and elucidate the applications and implications of this theory to second language teaching and learning.

Naeini and Pandian in their article “On the Relationship of the Multiple Intelligences with Listening Proficiency and Attitudes among Iranian TEFL University Students” (2010) discuss the issue of listening deficiency in Iranian EFL classes and lack of attention to multiple intelligences and learners’ attitude (as an essential affective variable). They conducted a survey to study the relationship between MIs and listening comprehension and participant’s attitudes towards learning English in the study population comprised of 60 university students majoring in TEFL
at Islamic Azad University-Mashhad Branch. They used McKenzie’s MI inventory, listening section of a retired TOEFL test and an adopted questionnaire from Orwig (1999). The analysis of their data shows no significant relationship between MI profiles and listening comprehension.

Denig in his article “Multiple Intelligences and Learning Styles: Two Complementary Dimensions” (2004) reviews the traditional general concept of intelligence and development of its measurement tools. Explicating the theories of multiple intelligences and learning styles, and comparing ideas and principle of each, he argues that they are two distinct theories. Denig proposes that a synthesis of multiple intelligences with learning styles will be helpful in discerning the specific educational theory required by each intelligence.

Akkuzu and Akcay in their article “The Design of a Learning Environment Based on the Theory of Multiple Intelligence and the Study its Effectiveness on the Achievements, Attitudes and Retention of Students” (2011) examined the effects of different MIT based activities on students’ achievements and attitudes toward chemistry and retention of knowledge in periodical features at the 10th class high school students in Izmir. As a result of their study, they found that the courses using MIT learning materials and education styles influence positively students’ learning manner.

Snyder in her article “The Relationship between Learning Styles/ Multiple Intelligences and Academic Achievement of High School Students” (2000) examines the efficiency of the instrument which was constructed for teachers to learn more about the learning needs of their students. The instrument was composed of three categories: learning styles, multiple intelligences and preferences and perceptions. After applying it in high school, undergraduate and graduate students the instrument proved to be useful and efficient. It was also used to study the relationships between academic achievement and learning styles/multiple intelligences.

In their research paper “The Implications of Multiple Intelligence Theory and MIDAS Scale for Educators and Students in Jordanian Schools” (2011), Al-Sabbah et al., investigate the implication of MI in Jordanian education system for students, counselors and educators, and they measured the MI level of Jordanian school students through using two modes of Multiple Intelligence Development Assessment.
Scale (MIDAS). Findings of their research indicate the lowest scores of students on the musical and the naturalist intelligences and highest scores on the linguistic, logical-mathematical and spatial intelligence. The authors concluded that in Jordanian schools more emphasis is given to logical and linguistic intelligences and students’ talents and creativity is not attended well by teachers.

Stanciu et al., in their research paper “Applying the Multiple Intelligences Theory into Pedagogical Practice: Lessons from the Romanian Education System” (2011) argue the results of an MIT-based intervention program which they implemented in primary schools students with learning difficulties. The findings of this study suggested that the MI-based intervention program leads to a significant improvement of academic results in students with learning difficulties.

McKenzie in his book Multiple Intelligences and Instructional Technology (2005) argues about incorporating technology and multiple intelligences theory into instruction. He believes that MI and technology support each other in a circular manner. He shows this by giving tasks and activities drawing on different intelligences by using technologies. He analyses the relationship between all the intelligences as he claims that, “We are not going to be able to take full advantage of this model unless we look at all the intelligences in operation together” (p. 20).

Also, Veenema and Gardner in their research paper “Multimedia and Multiple Intelligences” (1996) discuss the proper way of using technology in education. They claim that, “Technology could become a valuable education tool, but only if we use it to capitalize on our new understanding of how the human mind works” (p. 69). In their study, they examine the application of CD-ROM as an interactive media in education. They argue that as a ramification of cognitivism perspective, multiple intelligences theory suggests that, “Not only do all individuals possess numerous mental representations and intellectual languages, but individuals also differ from one another in the forms of these representations, their relative strengths, and the ways in which these representations can be changed” (p. 70). They state that:

If we believe that the mind is neither singular nor revealed in a single language of representation, our use of technology should reflect that understanding. Technologies like CD-ROM that include a variety of media may well be able to help more students form rich representations of an event and cultivate deeper understandings. (Veenema & Gardner, 1996, p. 73)
Razmjoo (2008) conducted a research study titled “On the Relationship between Multiple Intelligences and Language Proficiency” to investigate the relationship between multiple intelligences and English language proficiency among the Iranian Ph.D. candidates at Shiraz University, Iran. The results of this investigation indicated no significant relationship between multiple intelligences and English language proficiency in the Iranian context.

The other similar theory which developed about the same time as Gardner’s MI theory was Sternberg’s ‘Triarchic Theory of Intelligence’.

Sternberg in his research paper “The Theory of Successful Intelligence” (2005) brings forward the theory of successful intelligence and defines intelligence based on this theory as ‘the ability to achieve one’s goals in life, given one’s socio-cultural context. He discusses the assessment of intelligence in terms of analytic, creative and practical aspects of it.

Sternberg and Grigorenko in “Teaching for Successful Intelligence: To Increase Student Learning and Achievement” (2007) define successful intelligence composing of analytical, creative and practical thinking abilities, and provide teaching and assessment techniques to promote development of the three abilities. For each ability, some lessons are presented that help teachers teach each skill. The authors try to show how teachers can incorporate these skills and develop a triarchic instruction and assessment.

In “Academic Intelligence is not Enough. WICS: An Expanded Model for Effective Practice in School and Later Life”, Sternberg (2010) argues that we are discouraging and weakening students in colleges and universities because we are not cultivating the qualities which are needed to make them active, reflective and involved citizens and professionals in real life. He suggests that, “Colleges and universities should consider pooling their resources and developing a common model and common methods of assessments” (p.435). He proposes the WICS model, an acronym standing for wisdom, intelligence and creativity and synthesized. He believes that in school system only the analytical aspect of intelligences is being developed while the other two i.e. creative and practical intelligence are of primary importance to achieving success in the real world.
If we were to consider only the academic aspect of intelligence, we would be considering only one aspect of what contributes to success in the world of work. If college were to develop only an academic skill set in students, it would ill prepare them for the world they would later confront. (Sternberg, 2010, p.416)

Arnold et al in their paper “Multiple Intelligence Theory and Foreign Language Learning: A Brain-Based Perspective” (2004) deal with the application of MIT in the EFL classroom and bring forward brain science background in support of this theory. They argue that:

MIT framework is a useful tool for planning language learning tasks which insure that students can cope in the presence of challenge. When learners see what they can do, this has a positive effect on their self-esteem and can lead to enhancing success in language learning. (p. 130)

In his paper “Multiple Intelligences as a Catalyst” (1995), Gardner argues how the multiple intelligence theory as a psychological theory found its way into education and now it’s applied by teachers in different ways. He states that:

This approach increases the likelihood that more youngsters will be served and served well; it also raises the probability that the precious treasures contained in texts and the invaluable activities of reading and composing will thrive in an increasingly diverse and multimedia environment. (Crystal, 1995, p. 18)

Smagorinsky in his research paper “Multiple Intelligences in the English Class: An Overview” (1995) reviews the theory of multiple intelligences and studies the classroom examples in which MI activities were practiced. He claims that:

The introduction of multiple intelligence activities must be accompanied by large changes in the values of the classroom, and concomitant changes in what students believe to be appropriate and acceptable ways of thinking and communicating in an English class. (p. 25)

McClaskey in her paper “Assessing Student Learning through Multiple Intelligences” (1995) presents practical examples of implementing multiple intelligences ideas in the classroom. She argues that:
It is not enough that teachers learn to recognize the types of intelligences of their students; rather we must find ways to share that knowledge with the students themselves so that they will be able to use their skills in situations outside of our classrooms. (p. 59)

Christison (1996) in her research paper “Multiple Intelligences and Second Language Learners” discusses the theoretical foundations of multiple intelligence theory and deals with designing lesson plans for language classrooms which include various activities drawing on multiple intelligences using various learning activities. She argues about how the assessment methods should be matched with learning tasks. She claims that “considering both assessment and task in addressing multiple intelligences greatly broadens and enhances a teacher’s opportunities for creativity and imagination” (p. 12)

Simeon in her article “Accommodating Multiple Intelligences in the English Classroom” (1995) highlights the importance of employing the bodily-kinesthetic tasks in language and literature class. She argues that “Kinesthetic learners learn by ‘doing’ and many language arts activities are passive. The challenge lies in providing these learners with bridges to conceptual awareness” (p. 60).

Seifooria and Zareia in their paper “The Relationship between Iranian EFL Learners’ Perceptual Learning Styles and Their Multiple Intelligences” (2011) investigate the dominant perceptual learning styles and intelligences which were preferred by Iranian university students of English as a foreign language (EFL). And also their study indicates that a relationship exists between some learning styles and intelligences.

Behjat in her research paper “Interpersonal and Intrapersonal Intelligences: Do They Really Work in Foreign-Language Learning?” (2011) investigates the significance of interpersonal and intrapersonal intelligences in language learning with consideration the sex of participants. The findings of her research which was conducted in the EFL context of Iran’s Islamic Azad University revealed that:

Male students can benefit from a language learning class much better than females if they have a high level of intrapersonal intelligence. On the other hand, female students with a good level of interpersonal intelligence are able to improve their reading, comprehension, and grammar much better than their male counterparts, who enjoy the same type of intelligence. (Behjat, 2011, p. 355)
Gardner in his paper “Reflections on Multiple Intelligences: Myths and Messages” (1995) answers some criticisms leveled against MI theory and presents complementary realities to clarify some misunderstandings in this regard, like the concept of intelligence, assessment measures of intelligence, confusions with other similar concepts and so on. Furthermore, he illustrates some problematic applications of MI theory and explains more positive ways in which MI can be used in schools.

Mettetal et al in their research paper “Attitudes toward a Multiple Intelligences Curriculum” (1997) describe the attitudes towards the implementation of a multiple intelligences curriculum. They collected data, through the methods of observation, interviews and surveys, from a school in which MI curriculum is implemented. According to the findings of their study, “Teaching elementary school teachers and students about multiple intelligences theory can have a positive impact on students; students gained in self-confidence, and teachers learned to appreciate a wide variety of student strengths” (p. 12).

Lockwood in her article “The MI Provocation” (1993) describes Gardener’s views about the effective implementation of the theory of multiple intelligences in educational settings. She quotes Gardener as saying that “MI theory is not a rigid collection of recipes for school Improvement, nor does it lend itself to simplistic applications” (p. 3).

Saricaoglu and Arikan in their research study “A Study of Multiple Intelligences, Foreign Language Success and Some Selected Variables” (2009) mainly explore intelligence types that students employ in relation to their foreign language learning. The results of their study indicate that logical-mathematical intelligence was the most employed intelligence by the students participated in the study. Hence, it is concluded that mathematical intelligence of the students have been strengthened whereas other types appear to have been ignored, so they suggest that teachers need to address all intelligence types of learners rather than developing only one intelligence type.

Pritchard in his book Ways of Learning: Learning Theories and Learning Styles in the Classroom (2009) reviews the merits of applying multiple intelligences ideas into classroom, he states that:
Awareness of one’s particular intelligence strengths and weaknesses is a metacognitive understanding which can contribute to a learner’s ability to operate at a metacognitive level when faced with particular learning situations or when faced with problems to solve. (p. 39)

He brings up different approaches which are taken by some schools planning learning situations around multiple intelligences. For example, encouraging a range of different responses to particular tasks or to plan for a range of follow-up activities each set in the domain of a different intelligence.

Campbell and Campbell in their book *Multiple Intelligences and Student Achievement: Success Stories from Six Schools* (1999) examine the application of multiple intelligences in six public schools which have implemented the theory of multiple intelligences. They claim that in these schools “the students have made significant academic achievement gains as measured by respected standardized texts, state assessment tests, and anecdotal comments from informed educators” (p. 112). They argue that:

Teachers of these schools using MI as a guide refined their observation skills and recognized extensive differences among their students. They also acknowledged that no single approach works well for everyone and that all students require choice and opportunities to personalize some of their educational experiences. (p. 94)

In an attempt not unlike Gardners’, Armstrong in his book *Awakening Genius in the Classroom* (1998) offers a new definition of genius. He states that, “The genius is a symbol for an individual’s potential: all that a person may be that lies locked inside during the early years of development” (p. 2). According to him, this concept includes twelve qualities: curiosity, playfulness, imagination, creativity, wonder, wisdom, inventiveness, vitality, sensitivity, flexibility, humor, and joy. He argues that we as educators must avoid “seeing MI theory as a fad or a thing, but it is a deeper attitude toward honoring the different kinds of knowing that exist in our students” (p. viii). He claims that by looking at the true meaning of genius that is the intrinsic joy of learning that he believes to be the most fundamental issue in education, he reemphasizes why multiple intelligences has the potential to be so transformational in education.
In her research study “Integrating the Revised Bloom’s Taxonomy with Multiple Intelligences: A Planning Tool for Curriculum Differentiation” (2004) Noble discusses how a combination of MI theory and Revised Bloom’s Taxonomy (RBT) can help teachers differentiate their curriculum to cater for the wide range of students’ differences. She argues that MI/RBT matrix provides sentence stems to suggest learning activities and questions that range from simple to complex thinking in each of the MIs. In this study, teachers in two elementary schools used the matrix to plan diverse learning tasks for a curriculum unit of work. As a result, they reported consistently that the typologies of MIT and RBT helped them in different ways to cater to individual learning capabilities of the students in their classes and thereby facilitated students’ success.

To implement the ideas of MIT in the educational context the need was felt to measure the intelligence profile of learners, in this regard some scholars and researchers have created a number of checklists, inventories and surveys to help teachers identify their students’ MI profiles.

McClellan and Conti in their research study “Identifying the Multiple Intelligences of Your Students” (2008) introduce the Multiple Intelligence Survey (MIS) as a tool for use in instructional-learning situations. According to them, it is a 27-item preference indicator which can be completed and scored in 5 to 7 minutes. In their research paper, they explicate an affirmative analysis of this survey in terms of its construct validity, content validity and reliability. They claim that the other surveys, checklists, and inventories which have already been devised for classroom use lack validity and reliability information or have been cumbersome to score. They explain that it is significant for teachers to know about their students’ intelligence ranking in order to incorporate multiple intelligences in their teaching methods.

Haley conducted an action research titled “Learner-Centered Instruction and the Theory of Multiple Intelligences with Second Language Learners” (2004) in which 23 teachers and 650 students participated. In this study, she examines the impact of applying the MIT in an EFL and ESL class in grade K-12. She intends to investigate the use of MI theory in shaping and forming instructional strategies, curriculum development, and alternative forms of assessment with second language learners. According to her, the results of her study indicated that students did achieve greater success rates when the MI theory was implemented.
Tirri and Nokelainen in their book *Measuring Multiple Intelligences and Moral Sensitivities in Education* (2011) introduce the Multiple Intelligence Profiling Questionnaire (MIPQ) as a self-rating intelligence instrument. They assert that there is a relationship between intelligence and morality. They present several sensitivity measures, namely, Spiritual sensitivity scale, Environmental sensitivity scale, Intercultural and Interreligious sensitivity scales in separate chapters. Moreover, they discuss the purposes of an MI-approach to education and how it can help individuals find their purposes and contribute to the culture as a whole.

**2.5.2 Critical Works**

Some scholars have challenged Gardner’s MI theory, among them Morgan in his paper “An Analysis of Gardner’s Theory of Multiple Intelligences” (1992) blames the MI theory on relabeling cognitive style constructs and intelligent quotient factors (the factors identified as primary abilities in factor analyses of data derived from intelligence tests) as intelligences. He presents a detailed comparison between each category of intelligence and a cognitive style construct such as field-independent and field-dependent cognitive style, broad inclusiveness and narrow inclusiveness, sensori-active, cognitive complexity and cognitive simplicity.

Likewise, Visser et al. in their research paper “Beyond g: Putting Multiple Intelligences Theory to the Test” (2006) put Gardner’s multiple intelligences theory into question on the basis of the findings of their research survey, indicating that there is no relationship between the eight intelligences neither between them and an external measure of general cognitive ability. They claim that “the content of Gardner’s intelligence domains suggests some similarities to the group factors of hierarchical models of intelligence” (Visser et al, 2006, p. 488).

From a different standpoint, White in “The Trouble with Multiple Intelligences” (2006) claims that this theory is not founded on empirical studies but it is based on a subjective value-judgment of Gardner. He defies the eight criteria which Gardner has set to identify the intelligences. He argues that “MI is a pluralistic version of IQ intelligence, and potentially as constraining. It is an inadequate theory to be applied in education” (p. 83)

Dymoke and Harrison in *Reflective Teaching and Learning* (2008) give a brief introduction of Gardner’s MI theory and bring up for and against ideas of other scholars towards this theory like Davies’s and White’s, and also similar ideas like the accelerated learning methods of Alistair Smith.
Almeida et al., in their research paper “Intelligence Assessment: Gardner Multiple Intelligence Theory as an Alternative” (2010) challenge the validity of MI theory. They argue that the empirical validation of this theory needs to be increased as in their study they found no common general factor of cognitive performance considering Gardner’s MI-based assessment tasks and traditional intelligence tests as well as no interrelatedness between these two instruments of assessment.

2.5.3 MIT from the Practical Perspectives

In his book *Pocket Pal, Multiple Intelligences* (2014), Fleetham gives a brief introduction to three intelligence theories: ‘General intelligence g’, ‘Carol Dweck’s Self-theory’ and ‘David Perkin’s Intelligence theory’. He states that “Howard Gardner’s theory of multiple intelligences encompasses, integrates and enhances the three theories” (Fleetham, 2014, p.10). In this book, Fleetham provides a selection of ideas guiding teachers to infuse MIT into their everyday teaching. He presents MI ready to use activities as well as practical teaching strategies which are tailored to encourage awareness and use of MIT at both primary and secondary level.

The book *Ways of Doing* (1998) by Davis et al. is a collection of activities suitable for a wide range of levels and ages. The activities are grouped on the areas of: examining the patterns and processes in students’ everyday life, exploring the mother tongue and the foreign language, group dynamics, exploring and exploiting the course book, ways of learning and correction and feedback. The authors have referred to multiple intelligences in the section of ways of learning and have provided activities counting on different intelligences. They talk about the possible existence of other intelligences like they have proposed metaphoric intelligence and designed an activity drawing on this intelligence.

In her book *Multiple Intelligences and Language Learning: A Guide Book of Theory, Activities, Inventories and Resources* (2005), Christison gives an overview of intelligence and the theory of multiple intelligences, and outlines the implications of MI theory for second language education while presenting guidelines for teachers to apply this theory in their classrooms. The author also provides inventories for EFL/ESL students and second language teachers. The book is chiefly a collection of MI-based activities for EFL/ESL classes, a wide range of activities devoted to each of the multiple intelligences; they are stored by age and language level (from kindergarten to adult, from beginning to advance).
In the book *Lessons from Nothing: Activities for Language Teaching with Limited Time and Resources* (1998), Marsland collects a repertoire of ELT exercises and activities which do not require extensive facilities or preparation. The activities are labeled with the language teaching point, language level and recommended student age. The activities are divided into five groups: activities using no resources, activities using blackboard only, activities using pens and paper only, activities using blackboard, pens and paper and activities using other resources.

Puchta and Rinvolucri in the book *Multiple Intelligences in EFL* (2005) provide a brief introduction to MI theory and offer practical suggestions for the teaching of adult students. The book is divided into five chapters, general MI exercises, teaching from the course book, looking out, looking in and self-management. These chapters contain a range of activities each specified with MI focus (the intelligences engaged), language focus and level. These activities are mostly adapted from authentic workshops and articles.

In her article “Practicing Multiple Intelligences in an EFL Class” (2000), Simpson explains how she employed MI ideas in her EFL class. She engaged students in seven kinds of activities for internalizing paragraph structure in English. Simpson was impressed by students’ imagination as well as their motivation to continue paragraph learning through nontraditional techniques.

Smagorinsky in his book *Expressions: Multiple Intelligences in the English Class. Theory and Research into Practice* (1991) brings up the issue that in American schools teaching and assessing English favors mostly linguistics and logical/mathematical intelligence. He argues that, “Students rarely have opportunities to transport knowledge gained or intelligences used from one domain to another” (Smagorinsky, 1991, p. 5). He suggests that students should be given chance “to create meaning in ways that employ a variety of skills in activities that can be tremendously exciting and fulfilling” (Smagorinsky, 1991, p. 5). Along these lines, he renders seven sets of activities each devoted to one type of intelligence, while he underlines that each activity involves more than one intelligence, in accordance with a tenet of MI theory, all intelligences work in concert with each other.
2.6 Summing Up

This chapter scrutinizes the position of English in today’s world. It specifically reflects on its role as a foreign language, which is acknowledged by many authors and researchers. Then, it looks over the theory of multiple intelligences as a means of improving the status of teaching and learning English as a foreign language. It provides an all-embracing assemblage of ideas and inferences about this theory from the introductory to critical and applicative. The next chapter will elaborate the pedagogical perspectives of these notions and ideas in the context of EFL.
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