# MULTIPLE INTELLIGENCE AND ITS IMPACT ON THE CAMEROONIAN LANGUAGE CLASSROOM

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## ABSTRACT

The Educational systems imposed by colonization in Cameroon and Africa at large have been cognitively based, relying on memorization or the learners' capacity to use the brain to process, store and retrieve what the teacher gives them in class during evaluations and intelligence is measured based on that. This situation has made learners whose learning style do not corroborate with such category to go unnoticed, unrepresented, underexploited, excluded during the teaching/learning process and evaluated as slow learners. This is a problem and inaccurate to the Cameroonian language classroom in particular and educational system in general. This paper therefore explores the perception and use of Multiple Intelligence by language teachers in GBHS Ekounou (Yaounde) and GBHS Bayelle-Nkwen (Bamenda) and its role in achieving a more inclusive teaching and greater learning outcomes. A mix survey (quantitative and qualitative) design was adopted for this paper. Through Gardner's (1983) theory of multiple intelligence and questionnaires administered to key actors in the language classroom, data were designed, collected and analysed. Finding revealed that language teachers have a low perception of the use of multiple intelligences and thus, rarely apply it during their teaching thereby excluding learners from the teaching/learning process. Further findings indicate teachers' low learners' achievement as differentiation is rarely practiced during the teaching learning process.

**Keywords:** Multiple intelligence, teachers' perception, inclusive teaching, learning outcomes, language classroom.

## 1.0 INTRODUCTION

The notion of multiple intelligence (MI) propounded by Gardner (1983) refers to human skills or intelligences that assist one in understanding the world. In 1983, he identified the intelligences namely: verbal-linguistic, logical-mathematic, visual-spatial, interpersonal, intrapersonal, and bodily-kinaesthetic and later added the naturalistic and existentialist intelligences.

The said intelligences today known as the Multiple Intelligence Theory (MIT) and differentiate human intelligence into specific modalities rather than seeing intelligence as dominated by a single general ability. This collaborates with the observation by Dunn and Griggs (1995) who opine that learning style which is idiosyncratic as well as biologically and developmentally imposed set of characteristics can make the one teaching method wonderful for some learners and terrible for others. Otherwise said, the teaching of the same lesson with the same teacher

using different techniques or method may yield opposing results. The notion of learning style implies that each learner is more comfortable with the teacher's teaching styles that corroborate with his/her preferred way of retaining and retrieving information. In the case that he/she is taught under such condition he/she is more enthusiastic to learn.

Cameroon being a linguistic and cultural diverse country is a propitious setting for multiple intelligences in the classroom setting. It is glaring that every classroom in Cameroon is a melting pot for students with diversified preferred learning styles and intelligences given that their cultural background too is diverse. MIT suggests that the traditional notion of intelligence based on intelligence quotient (IQ) is limited. Contrarily with Gardner's view, the educational systems imposed by colonization in Cameroon and Africa at large have been cognitively based, relying on memorization or the learners' capacity to use the brain to process, store and retrieve what the teacher gave them in class during evaluations and intelligence is measured based on that. This situation has made learners who do not fall under such category to go unnoticed, underexploited, excluded during the teaching/learning process and considered as slow learners. This is a problem and inaccurate to the Cameroonian language classroom in particular and educational system in general. Language teaching in such a milieu can best strive if MI is considered and implemented by teachers.

Having the above in mind, this study therefore aims at exploring the perception and use of MI by English language teachers in GBHS Ekounou (Yaounde) and GBHS Bayelle-Nkwen (Bamenda) and its role in achieving a more inclusive teaching and greater learning outcomes. Broken down to objectives, the study sought to investigate ESL teachers' perception and applicability of MI; investigate if ESL teachers achieve greater and inclusive learning outcome at the end of their lessons and explore the use of Multiple Intelligence in ESL classes by teachers and how it helps in achieving inclusive teaching and a greater learning outcomes.

The above objectives led to the several research questions such as: What is the ESL teachers' perception of the concept of multiple Intelligence? How inclusive and successful are ESL teachers in making learners to achieve learning outcomes at the end of their lessons? How can ESL teachers make use of the multiple intelligences and how can it help in achievement of inclusive and greater learning outcomes? This paper is based on the supposition that, most ESL teachers do not have a good awareness of the concept of MI and fails to apply it during instruction in the target schools which render their teaching less inclusive and reduces the possibility of achieving greater learning outcomes.

This paper is structured into five sections namely: introduction, literature review and theoretical frame, material and method, results and discussions and conclusion. While the introduction will state the problem, state the objectives, research questions and the structure of the paper, review of literature will look at previous related studies and theories appropriate for the study; material and method section will present the research instrument, method of data collection and method of data analysis. The section for results and discussions will present results obtained from the field and generate discussions on the subject matter while the conclusion section will summarize findings, explain the implication of the study and make proposals for further research.

## 2.0 LITERATURE REVIEW AND THEORETICAL FRAME

This section of this paper reviews previously related studies on MI and explain the theory applicable to the study.

## 2.1 Literature review

Over the last 20 years many researchers have worked on the concept of MI to prove the significance of MIT in relation to teaching/learning transaction. Literature on the said concept will provide a framework for the research in terms of what has been done, justification for the current research and anticipation of further research.

Marci (1999) examined the use of Gardner's MI to improve student behaviour targeting 20 students in prekindergarten, kindergarten, and first grade classrooms in two Chicago schools and assumes that young students would manifest limited classroom behavioural problems when engaged in activities linked to their strengths and interests. Snyder (1999) studied the relationship between learning styles/multiple intelligences and academic achievements among 128 high school students of United States history at a large public school in America whose racial diversity was representative of that of the U.S. population. She found that the females tended to have better intrapersonal, linguistic and musical intelligences as opposed to the male who were gifted with kinaesthetic, mathematical and spatial intelligences. Julie (1999) implemented and evaluated an individualized approach to MI instruction on the premise that traditionally book-oriented classroom instruction is typically geared toward the verbal/linguistic and logical/mathematical intelligences. Fell (2001) using Marathi and English medium schools as case study, investigated the relationship between nine areas of MI and teacher effectiveness of Secondary School teachers teaching Languages, Social Sciences, Science and Mathematics with the aim to draw up a MI based profile for effective teachers in minimum graduates and professionally trained Secondary School teachers. Madkour (2009) explored the rich experiences of 20 qualified teachers at the University of Phoenix who used the MIT for improving the teaching strategies of English as a Second Language (ESL) at university level. Findings confirmed the importance of MI to language acquisition and several invariant themes. Ravi and Xavier (2009) uphold that, in classroom, students differ in their academic progress with the major challenge linked to learning disability. Different methods of teaching and learning have been recommended for various learning disabilities and argue that, MI provides diverse manners of learning, limit hitches and the best means of learning for the disabled in the traditional classroom itself.

Geimer, Gtz, Pullam (2000) carried out an action research to determine the effect of incorporating MI strategies into the language Arts Curriculum. The targeted students were the second, third and fifth grades. It was discovered that reading was the lowest academic area tested on Illinois Goal Assessment Program. MIT appeared as a solution.

Marlow (2001) argues that, teacher-made tests could be made more effective than standardized tests. Using MIT he shows ways to assess student achievement through their individual strengths and the use of the various types of intelligence suggested by the theory. Shore (2001) examined the use of MI in George Washington University Second language classroom. The findings indicated that utilizing MI-based lessons in EFL classrooms has led to a higher self-efficacy and therefore a greater achievement in English language education. Shore (2004) did further work on MI which further upholds his stand on the role of the concept on enhancing learning.

Cluck, Hess (2003) described a plan for using the MI to increase student motivation as results indicate evidence of lack of motivation as observed in incomplete assignments, low test scores, and disinterest in subject matter. Rule and Lord (2003) conducted a study containing 13 curriculum units designed to enhance differentiated instruction for learners with special needs from grades 1-12, including gifted students. It integrates Bloom's levels of cognitive understanding with Gardner's eight domains of intelligence to provide a framework for individualized instruction. Chen (2004) examined the use of MI in large computer-assisted English foreign language (EFL) college classes in Taiwan to promote quality language teaching for such classes. Blending the MIT and computer assisted instruction in the study, findings indicated that using MI in multimodal classrooms proved to be effective to promote individualized and student-centred learning and also helped students to achieve important collaborative task, especially in large classes. Taggart et al (2005) investigated the impact of primary teachers work for children with special educational needs using MIT and different learning styles advocated by Kolb and other educationalists.

Song (2004) explored the feasibility of applying the MIT in an undergraduate EFL class in China with proposals in lesson designing, choosing materials, class activities and assessment mainly focusing on the last two aspects. Hutchinson, McCavitt, Rude and Vallow (2002) studied the implementation of language arts program using MI to develop positive attitudes towards grammar instruction and to help promote the transfer of grammar skills to daily writing tasks. Analysis revealed a great deal of controversy on the strategies of teaching grammar.

Krishna and Sumin (2020) looked at the application of MIT in the educational field by emphasizing on the pedagogic strategy in achieving the new education policy 2020 and development of 21st century life skills such as: collaboration, information literacy, self-awareness, problem solving, communication skills, critical thinking and creative thinking skills. It equally emphasizes on child-centred pedagogy which carter for each individual's enjoyable and engaging need.

Sabiq (2023) showed that individual differences in learners language mastery can influence attitudes and motivation and as such, they should be considered when planning classroom activities and creating meaningful learning and providing a range of opportunity to learn. Mongkolchai and Pragasit (2024) conducted an analysis of the implementation of MIT in ELT. They recommend multiple testing methods based on all the MI to evaluate to evaluate learning outcomes given that not all intelligence can be measured using standard tests.

The above review shows that a lot of research has been done at the international scene on MI and its role in enhancing learning while this area is a blank area in language teaching at the local level in Cameroon and little effort is made by educators and linguistic researchers to create awareness and promote the use of MIT to produce better results as is the case of this current paper. Furthermore, the previous studies differ from this current study in terms of objectives and population although they all focus on the notion and use of MI in enhancing learning/teaching. The increasing number of action research carried out at the international scene demonstrate rising interest in finding out how Gardner's MIT could help to achieve greater learning outcome and Cameroon should not be left out. Reason why this study underscores its significance in spotlighting the Cameroonian experience through censoring

teachers perception on the concept and insist on its role in inclusive teaching and greater learning achievement.

## 2.2 Theoretical framework

The MIT of Gardner is used as the theoretical underpinning for data collection and analysis. Having an explanation of the said theory can be very leading to the better understanding of the instrument designed to collect data and method of data analysis.

Gardner's (1983) theory of MI challenged the classical view of intelligence that most of us have absorbed either explicitly from psychology and educational courses or implicitly from the culture we live in and as such, helped educators to revolutionize their concept of human potential. Gardner (op:cit) opposed the idea of identifying and measuring of intelligence through tests and proposed a better way of defining humans based on a series of relatively independent intelligences they possess than saying they have just a single intelligence defined by Intelligence Quotient (IQ). He suggested that the human organism had at least seven distinct units of intellectual functioning and labelled these units, intelligences each with its own observable and measurable abilities. Gardner (1999: 33-34) defines intelligence as a "bio-psychological potential for information processing that can be activated in a cultural setting to solve problems or fashion products that are of value in a culture". His look about intelligence differs greatly from the traditional view, which usually recognizes only two intelligences, verbal and mathematical and which are practiced under the term of IQ. In this view, intelligences are not something that can be seen or counted, but rather neural potentials that may be activated or not depending on the values of a particular culture and the decisions made by each person, their parents, their teachers and the community.

Gardner also challenged the cognitive development work of Piaget. Bringing evidence to show that at any one time a child may be at very different stages, for example, in number development and spatial/ mathematical maturation, Gardner intelligently undermined the idea that knowledge at any particular developmental stage comply with a structured whole. This article attempts to bring an answer to Gardner's (1993) vision when he states:

I hope that the idea of multiple intelligences will become part of teacher training. While lip service is paid to the existence of differences among students (and among teachers!), there have been few systematic attempts to elaborate the educational implications of these differences. Should a sensitivity to different intelligences or learning styles become part of the "mental models" constructed by new teachers, the next generation of instructors are far more likely to be able to reach each of their students in the most direct and effective way (p. 251).

It also attempts to raise some questions and issues that should be considered in the process of training teachers so that they can add MI dimension to their training. The article also advocates the presence of the tenth intelligence "Moral Intelligence" which Gardner has some difficulty in defining. Brualdi (1996, 2019) corroborates Gardner and added that there is both biological and cultural basis for the MI. Neurobiological research indicates that learning is an outcome of the modifications in the synaptic connections between cells. Primary elements of different types of learning are found in particular areas of the brain where corresponding transformations occur and varying types of learning results in synaptic connections in different areas of the brain.

Gardner also argued that culture plays a large role in the development of the intelligences. Societies value different types of intelligences and the cultural value placed upon the ability to perform certain tasks provides the motivation to become skilled in those areas. Therefore, while particular intelligences might be highly devolved in one culture, those same intelligences might not be as developed in individuals of another (Brualdi, 1996, 2019). While many hypothesizes can be supported by one field, the fact that there is evidence of benefits across the board further supports the importance of MIT.

The original seven intelligences according to Gardner (1999) are worth explaining. The first is Linguistic Intelligence which is sensitive to spoken and written language, the ability to learn languages and the capacity to use language to accomplish goals (op.cit:41). Logical/Mathematical Intelligence is the capacity to analyse problems logically, carry out mathematical operations, and investigate issues scientifically (p.42). Visual/Spatial Intelligence features the potential to recognize and manipulate the patterns of wide space (those used, for instance, by navigators and pilots) as well as the patterns of more confined areas (op.cit:42). It deals with the sensitivity to form, space, colour, line, and shape. Bodily/Kinaesthetic Intelligence entails the potential of using one's whole body or parts of the body (like the hand or the mouth) to solve problems or fashion products (p.42). Musical Intelligence on its part entails skill in the performance, composition, and appreciation of musical patterns (p.41). It is about sensitivity to rhythm, pitch and melody. Interpersonal Intelligence denotes a person's capacity to understand the intentions, motivations, and desires of other people and, consequently, to work effectively with others (op.cit:43). Intrapersonal Intelligence involves the capacity to understand oneself, to have an effective working model of oneself—including one's own desires, fears, and capacities—and to use such information effectively in regulating one's own life (op.cit:43). It also encompasses understanding how one is similar to or different from others, higher order thinking/ reasoning and so on. The 'theory of relativity' propounded by Albert Einstein the scientist is one such example for his introvert nature and self-motivation.

In the various types of intelligences mentioned above, Gardner (1993) posits that everyone is born possessing the seven intelligences and warns that this list is a preliminary one and is not limited to seven intelligences only. Additional intelligences exist. No wonder in 1987, Gardner added the eighth intelligence, which he referred to as 'The naturalist' and 'The Spiritualist Intelligence' cited by Scherer (1999). The idea behind this type of intelligence is the connectedness that one feels with nature and our environment. While this is an intelligence that is as valued as the others, there is less information on this as it was added later "Naturalist combines a description of the core ability with a characterization of a role that many cultures value. A naturalist demonstrates expertise in the recognition and classification of the numerous species—the flora and fauna—of his or her environment" (op.cit:48). According to Gardner (1995:206) the individual with high naturalist intelligence is "able to recognize flora and fauna, to make other consequential distinctions in the natural world, and to use his ability productively in hunting, in farming, in biological science". Gardner (1999: 54) argues that "if humans can relate to the world of nature, we can also relate to the supernatural world— to the cosmos that extends beyond what we can perceive directly, to the mystery of our own existence, and to life-and-death experiences that transcend what we routinely encounter" which he calls Spiritual Intelligence. Furnham (2008) points out that "it is the ability to master a set of diffuse and abstract concepts about being, but also mastering the craft of altering one's consciousness in

attaining a certain state of being" (p. 212). Such intelligence can help us to understand the ultimate questions, mysteries and meanings of life: who are we? Where do we come from? What does the future hold for us? Why do we exist? What is the meaning of life, of love, of tragic loses, of death? Existential Intelligence is also another intelligence which human poses. Although Gardner (1999: 60) finds Existential Intelligence difficult to define, he proposes that it involves:

> the capacity to locate oneself with respect to the furthest reaches of the cosmos— the infinite and the infinitesimal and the related capacity to locate oneself with respect to the most existential features of the human condition as the significance of life, the meaning of death, the ultimate fate of the physical and the psychological worlds, and such profound experiences as love of another person or total immersion in a work of art (p. 60).

In "Intelligence Reframed: Multiple Intelligences for the 21st century," Gardner (1999:.4) warned that the most important task in the new millennium will not be to "just hone our various intelligences and use them properly, but figure out how intelligence and morality can work together to create a world in which a great variety of people will want to live". However, Gardner and his colleagues excluded moral capacities since they found these capacities normative rather than descriptive. In spite of the fact that it is difficult to please everybody with just one definition of morality, we cannot ignore the possibility of a definition as a universal moral code.

Although Gardner's theory has been attacked and criticized by many scholars (Allix, 2000; Carroll, 1993; Klein, 1997; and Morgan, 1996; White, 2006), it must be admitted that MI is one of the leading psychological theories that has had most influence on education in recent decades as more educators are focusing on the ways in which people learn. Consequently, this theory is relevant to our work in that it is at the backdrop of this theory that the researcher investigates English language teaching in the Cameroonian classroom in specific secondary schools in Yaoundé and Bamenda.

## 3.0 MATERIAL AND METHOD

The mix survey research design was used for this study and a mix method was used to collect data which combines elements of quantitative and qualitative research in order to answer the target research questions. It is a qualitative one in the sense that it deals with variables like teachers and students' questionnaires and classroom observation and quantitative because it takes into consideration the numerical components of EFL teachers and learners in the two concerned schools.

Participants for this study were ESL teachers and learners from two secondary schools (GBHS Ekounou, Yaounde and GBHS Bayelle-Nkwen, Bamenda in Cameroon. The reachable teachers' population was 10 ESL teachers teaching from 6em, to terminal of the Francophone section of the both schools with 5 each came from the two schools respectively. The teachers were all trained who have gone through teacher training college in Cameroon and have acquired a professional teaching certificate. 30% of the EFL teachers are of second grade qualification (DIPES II) while 70% are of first grade (DIPES I). Among them, 2 were male while 8 were females. 4 of the ESL teachers were between the ages of 30 and 34 constituting a percentage

of 40%, 5 of them are aged between 35 to 39 years giving a percentage of 50, and 1 of them representing 10% above 40 years. 20% of the teachers have been teaching from 0 to 5 years, 40% of them from 6 to 10 years. Those who taught from 11 to 15 years were 30% and the rest from 16 to 20 years registered 10%. The accessible student population was 100 francophone ESL learners from both schools. While 38% of the respondents are male students, 62% are of the opposite sex. The age bracket from 10 - 14 had 34% of students participants, the range from15 - 19 had 57% of the respondents and the bracket from 20 - 24 had 9% of the informants. Among the learners, some 12% had studied English language from 0 to 2 years, 55% from 3 to 5 years and 43% from 6 to 8 years.

This study employs the disproportionate random sampling technique for both teachers and learners. This technique is chosen to avoid bias in gender or culture and the issue of subjectivity by according an equal and independent chance for each of the students and teachers to participate in the study.

Questionnaires were used to collect information for this study. Two sets of questionnaires was designed and administered to ESL teachers and students of the target schools and levels. The teachers' questionnaire constituted identification of informants, perception of the concept, achievement of inclusive learning outcome, use of MI and challenges encountered in its use in the ESL classroom. The students' questionnaire complemented that of teachers and encompasses items ranging identification of informants, their perception of MI, achievement of learning and use of MI by their teachers and its role in enhancing inclusion and learning. While the teachers' questionnaire had 24 questions, that of the students had 15 questions.

To obtain comprehensible information on the teachers' use of MI concept, the researchers observed some four lessons taught by the teachers (two from each school) for this study. This observation was not done without the knowledge of the teachers concerned for ethical considerations.

With the help of questionnaires as instruments for data collection, data will be analysed using descriptive statistics generated by Google Forms, which provided information about variables in a data set. The descriptive analysis is concerned with conditions that exist, practices that prevail, point of view or attitudes that are held, processes that are on-going, effects that are being felt or trends that are developing.

## 4.0 RESULTS AND DISCUSSIONS

This section presents the results and generates discussions by interpreting the data collected through the teachers and students questionnaires and classroom observation. While statistics are presented in tables, Gardner's MIT serves as the frame for the discussions and comments made on the basis of recorded statistics.

## A. Results and Discussions from Teachers' Questionnaire

During this investigation, a total number of 10 EFL teachers answered the questionnaire which was made up of twenty-four (24) questions. The results obtained and discussion generated has been grouped into teachers' perception of MI, achievement of learning outcomes, use of multiple intelligence and challenges in practicing MI in an ESL classroom.

**Teachers' Perception of Multiple Intelligence**

Teachers' perception of MI has a direct link with their ability to use it. It will be impossible for ESL teachers in the target schools to implement this concept to achieve inclusive teaching and greater learning outcomes if they are not aware of it. That is why teachers' perception was investigated to be able to vet its usage. It is more paramount in this paper as it answers the first research question. This section deals with ESL teachers' awareness of the concept of MI as a determinant of its use in the classroom situation. Table 1 presents teachers' awareness of the concept.

**Table 1: Multiple Intelligence Awareness**

| Are you aware of the concept of multiple intelligences? | Frequency | Percentage |
|---|---|---|
| Yes | 3 | 30% |
| No | 7 | 70% |
| Total | 10 | 100% |

Statistics from the table above show that 30% of the informants are aware of the MI unlike 70% of them who do not have any idea about MI. The fact that a large majority of English language instructors are not aware of the concept, it will play negatively on its usage and instructors' achievement of inclusive teaching and a greater learning outcome.

ESL instructors' who are conscious of their learners' MI, know that no two children think and learn the same way, and must have experienced how it is sometimes necessary to present information in a completely different light to reach some students. The theory of MI confirms these empirical experiences and can provide educators with a framework and tools that will allow them to better meet the needs of the different types of learners present in every classroom. Ignorance the concept will rather reduce teachers' capacities in addressing in an effective way problem related to inclusive teaching and learning outcome.

There was a follow-up question from the previous which censored teachers' willingness to know about the concept of MI and the results reveals that the seven (7) instructors who declared not having an idea about MI in the previous question are all willing to know about MI. This shows that they are curious to know what the MIT is all about, if it could be of great help to improve their teaching style.

Furthermore, ESL teachers' opinion whether MI can help in achieving greater learning and inclusive teaching was equally censored and findings presented on the forthcoming table.

**Table 2: The importance of MIT in achieving greater learning and inclusive teaching**

| Do you think that MIT can help in achieving greater learning? | Frequency | Percentage |
|---|---|---|
| Yes | 3 | 30% |
| No | 0 | 00% |
| No idea | 7 | 70% |

| Total | 10 | 100% |
|---|---|---|
| Do you think that MIT can help in achieving inclusive teaching? | Frequency | Percentage |
| Yes | 3 | 30% |
| No | 0 | 00% |
| No idea | 7 | 70% |
| Total | 10 | 100% |

To the above questions, 30% of the respondents answered positively while 70% affirmed that they have no idea if MIT can help in achieving greater learning and inclusive teaching certainly because they do not know what the theory is all about. Their ignorance of the theory certainly limits the efficacy of their teaching methods even if from the observation the researcher made in the classroom setting, they use certain aspects of the theory such as pictures for visually intelligent learners and songs for those having musical intelligence.

Further investigation seeks to know what teachers do to notice that their learners are intelligent in different ways and the results are presented on the following table.

**Table 3: Method used to understand Learners' Multiple Intelligences**

| What do you do to understand that your students are intelligent in different ways? | Frequency | Percentage |
|---|---|---|
| Through their feedback when they are being tested | 5 | 50% |
| When l vary classroom activities | 5 | 50% |
| Through a questionnaire administered to them at the start of the course | 0 | 0% |
| Total | 10 | 100% |

50% of the respondents claimed that it is through students' feedback when they are being tested that they realize that they are intelligent in different ways while the remaining 50% said they notice it when they vary classroom activities. No instructor used a questionnaire at the start of the course to identify the MI of their students which is implicational in classroom practice of MIT.

Teachers' awareness of the fact that students are intelligent in different ways is a giant step towards helping them to efficiently understand new inputs. The better the teachers know their students, and the more they know teachers know them, the more invented they become in school. Also, a dynamic and vigorous learning environment is built on relationships. When a strong connection exists between students and their teachers, a learning environment where risk-taking and collaborative learning can take place is created.

**Achievement of Learning Outcomes**

This section is concerned with the expected results in knowledge, skills, and attitude from learners after participating in the learning activities. The MIT will help, with its inclusive characteristic in motivating learners to improve their language proficiency, participate in classroom activities, and generate a propitious learning environment as well as empowering teachers' teaching strategies for a greater learning outcome. That is why ESL instructors were

interrogated whether they achieve their learning goal at the end of their English language lessons and if the achievement pace is uniform for all learners in the target schools. The results are presented below.

**Table 4: Achievement of Learners' Learning Outcomes**

| Do all your students achieve the learning outcome at the end of your lessons? | Frequency | Percentage |
|---|---|---|
| Always | 00 | 00% |
| Sometimes | 2 | 20% |
| Rarely | 7 | 70% |
| Never | 1 | 10% |
| Total | 10 | 100% |

From the data presented above on the first question, none of the teachers recognizes that all of his/her learners achieve learning outcome at the end of the lessons. 20% of teachers confirm that they do achieve sometimes while 70% say it is rare for learners to master the new input after their teaching while the remaining 10% answered never. This shows that most learners rarely master the new input at the end of lessons. This situation remains till today a crucial problem to the teaching field. The issue of learners being all able to achieve learning outcomes in a classroom seems to be unrealistic because teachers only consider the verbal-linguistic and logical-mathematical intelligences most of the time, failing to notice other types of intelligence individuals are endowed with. ESL instructors in Cameroon have this myth that the only way to learn something is to read it in a textbook or hear a lecture on it. And the only way to show that we have understood something is to take a short-answer test or maybe occasionally with an essay question thrown in. But that's not true because everything can be taught in more than one or two ways as suggested by Gardner through the MIT.

The reasons justifying learners under achievement by the target teachers are: lack of motivation in learning, poor understanding of the language, teacher's ineffective teaching method, lack of classroom participation and unsuitable learning environment. All the above-mentioned reasons for under achievement clearly show that the MI is not or is slightly applied by the target teachers.

The researcher equally investigated if all learners achieve learning at the same pace and results are presented subsequently.

**Table 5: Learners' Pace of Achievement of Learning Outcome**

| Do all your students achieve learning outcome at the same pace? | Frequency | Percentage |
|---|---|---|
| Always | 0 | 00% |
| Sometimes | 0 | 00% |
| Rarely | 3 | 30% |
| Never | 7 | 70% |
| Total | 10 | 100% |

70% of respondents confirm from the table above that students do not achieve learning outcome at the same pace and 30% say they rarely do so. This remains a crucial problem to the teaching learning transaction that needs to be solved. If all learners are unable to achieve learning outcome at the same pace, there should definitely be a reason linked to the teaching strategy that does not enable achievement of learning outcome by all learners at the same pace.

The following reasons were given by ESL teachers as to why their learners do not understand at the same pace: student's level of understanding as slow or fast learner, lack of teacher motivation, lack of textbooks and basic skills an distraction. As earlier said, when teachers are fully aware that learners are intelligent in different ways, the issue of slow learners, lack of motivation, distraction can be solved. According to MIT, knowing how to target the various interests and learning styles of students can help teacher to plan engaging and effective lessons.

In other to enhance greater learning, ESL teachers should be aware of their learners' different competencies and learning pace and consider them during lessons preparing/teaching. It is believed that implementing the MIT in the classroom, helps educators to change their teaching strategies to cater for individual differences of learners. The use of computerized and real-life didactic materials is also seen by them as a way to ameliorate learning. Learning with the use of multimedia, which is a learning style reflecting MI, allows a student to nurture a deeper subject understanding, improve problem-solving capabilities, develop creative and positive thinking, and explore broader learning scope. According to Glasser's (1998) cooperative learning approach, if students are actively engaged in the classroom learning community, problems with students' misbehaviours would be minimized. This corroborates with Levin and Nolan (2007) who opine that in order to help all students to feel safe, respected and valued and to enable them to form new skills, a learning community should be created.

## Achievement of Inclusive Teaching

The notion of inclusion does not set boundaries around particular kinds of learning difficulties, but instead, focuses on the ability of the school itself to accommodate diversity of students needs. Inclusion in the context of education is about the child's right to participate in all the educational activities and the schools duty to accept the child (UNESCO, 2005). The developing philosophy of inclusion is about identifying diverse groups of learners in a class and working towards an equitable, social acceptance (Cheng, 2000). All educators need to be prepared to recognize and respect the unique attributes of every learner. The MIT promotes inclusivity in teaching that is why the researcher interrogated the inclusiveness in teaching ESL in the target schools. The results are presented below.

**Table 6: Achievement of Inclusive Teaching**

| Do majority of your students feel included during your teaching? | Frequency | Percentage |
|---|---|---|
| Always | 00 | 00% |
| Sometimes | 4 | 40% |
| Rarely | 4 | 40% |
| Never | 2 | 20% |
| Total | 10 | 100% |

The table above indicates that 40% of the teachers sometime and rarely achieve inclusive teaching and 20% never teach inclusively. It is important to observe that no teacher always teaches inclusively thereby neglecting MI of learners detrimental in achieving greater learning.

As mirror of inclusion, our classrooms should reflect high expectation, high achievement and the full participation of all learners and teachers must redefine their roles to make this a reality. From the perspective of (Jha, 2002), learners are often engulfed with barriers in education, either as a hindrance with the curriculum inside the classrooms or the teaching methodology, even with the examination systems that determine their success level. Curriculums that are content based are learnt through rote memorization by children. The application of MIT showcases a major departure of the stringent traditional teaching practices where cognitive intelligence of memorization was favoured over other learning styles. Schools using the MI approach encourage application of the eight intelligences using a variety of innovative practices to get learners involved and participate in the learning processes. Some of the inclusion strategies in the MI approach are through cooperative/collaborative learning, peer tutoring/child-to-child learning, activity based learning, teamwork/problem solving. The subsequent section looks at the use of MI by ESL teachers.

**Use of Multiple Intelligent by EFL Teachers**

Here, the researchers verify if the respondents actually make use of the multiple intelligent when teaching. The first question related to the use of MI in the classroom interrogated teachers if teachers have ever used the multiple intelligent when teaching. The findings are presented below.

**Table 7: Using multiple intelligence**

| Have you ever used the multiple intelligent when teaching? | Frequency | Percentage |
|---|---|---|
| Yes | 3 | 30% |
| No | 7 | 70% |
| Total | 10 | 100% |

Table 7 indicates that only 30% of the ESL teachers have used the MIT when teaching whereas 70% said they have never used it.

Using MI in the classroom is the best way of creating conditions leading to a greater learning. Failing to do so, they negatively impact on learning outcome. Classroom observation shows that, some teachers undermine the importance of VARK learning styles model as they continue to teach in their one major method without trying to vary instructional methods leading to less learning in the classroom. Teachers fail to find ways to help students to access learning information in a style suited to their learning styles.

The researchers investigated if teachers take into consideration learners competences while teaching English and the results are presented below.

**Table 8: Considering Learners' Competences**

| Do you take into consideration learner's different competence while planning your lessons? | Frequency | Percentage |
|---|---|---|
| Always | 4 | 40% |
| Sometimes | 5 | 50% |
| Rarely | 1 | 10% |
| Never | 0 | 00% |
| Total | 10 | 100% |

Table 8 indicates that 40% of the respondents confirmed their attachment in considering learners' competence, 50% said they do it sometimes and 10% rarely. These statistics help to understand that the MIT implementation is not effective in both schools since majority of teachers do not have awareness of the concept.

Modern education tenets prioritize inclusive education where the needs of the learners come first. MIT advocates for an inclusive teaching method meeting the learning needs of all students present in a class. (Achamma, 2012; Mongkolchai and Pragasit, 2024).) Today education depends on quality of people produced and hence has the onus of producing knowledge-based society rather than literacy-based society and for this education can no longer remain conventional. Today schools have to come out of the normal set of boundaries and have to become multidimensional, thus meeting the needs of quality, catering for individual differences and practice an inclusive setup.

MIT gives priority to the learner who is at the centre. Instruction begins when you, the teacher, learn from the learner. Put yourself in his/her place so that you may understand what he/she learns and understands it (Kierkegaard, 1843). Inquiry was equally made to know if teachers give preference to the learners' choice during instruction presented subsequently.

**Table 9: Teachers giving Preferences to Learners' choice during instruction**

| Do you give preference to your learners' choice when teaching your lessons? | Frequency | Percentage |
|---|---|---|
| Always | 4 | 40% |
| Sometimes | 6 | 60% |
| Rarely | 0 | 00% |
| Never | 0 | 00% |
| Total | 10 | 100% |

40% of the respondents asserted that they always give preference to their learners' choice when teaching which is opposed to the 60% remaining that recognized doing it but sometimes.

From the above statistics, the needs or learners' preferences are not seen as a must by all teachers, which mean some of the teachers continue to practice a teaching method that is teacher centred and non-inclusive. These teachers fail to understand that they should forget about their preferences and remember they are there to educate students, make them to feel important and help them reach their full potential as recommended by the MIT cited by Sharp (2004). Reid (1987, 1995) points out that, individual students have their own learning styles, strengths and weaknesses and posits that; a mismatch between teaching and learning styles

causes learning failure, frustration, and low motivation. So, the need for teachers' knowledge about their students' preferences and styles is indisputable.

Teachers' opinion about varying classroom activities in accordance with their learners' needs was sorted by the researchers presented below.

**Table 10: Teachers varying Activities**

| Do you vary your teaching activities according to your students' learning needs? | Frequency | Percentage |
|---|---|---|
| Always | 4 | 40% |
| Sometimes | 60% | 60% |
| Rarely | 0 | 00% |
| Never | 0 | 00% |
| Total | 10 | 100% |

This table indicates that 40% of the teachers confirmed positively that they do vary their teaching activities according to their students' learning needs and 60% recognized doing it not all the time. This implies that students are still not totally at the centre of instruction and this situation does not help them to achieve learning efficiently.

The teacher's fundamental task is to get students to engage in learning activities that are likely to result in achieving the intended learning outcomes. It is helpful to remember that what the student does is actually more important than what the teacher does (Schuell, 1986: 429). EFL teachers have to also consider differentiated instruction which is in line with MIT.

The types of activities teachers use in varying teaching was sorted by the researchers. They engage in brainstorming activities, singing, exposé, Listening, reading, speaking and writing activities.

Teachers' grouping criteria in classroom activities during ESL instruction was investigated and presented below.

**Table 11: Grouping criteria**

| Which criteria do you use when grouping your students to carry out a task? | Frequency | Percentage |
|---|---|---|
| Sitting position | 7 | 70% |
| Pair slow learners and fast learners | 3 | 30% |
| Age | 0 | 00% |
| Mixing female and male students | 0 | 00% |
| Total | 10 | 10% |

70% of the sampling population admitted that they group their learners according to their sitting position when carrying on a task in the classroom while 30% of the same population do it by mixing up slow and fast learners. Gender and age are not considered by any of the respondents. This show that some teachers group learners mostly by their sitting position, the researcher interprets this as an easy way of grouping students because they don't teach using MI.

The awareness of MI by teachers helps them in grouping learners in an efficient way so that they can achieve learning all together within the group by putting together their abilities. In mix abilities groupings for instance, those that are considered as being weak learners often raise issues that make strong learners to realize that their way is not the best, and this guides the whole group towards the right path to solve a task.

Teachers' adaptation of teaching materials in relation to learners various skills equally caught the attention of the researchers.

**Table 12: Adaptation of teaching materials to match with learners' multiple intelligence**

| Do you adapt existing teaching materials on the basis of learners' different intelligence so that they can meet their learning needs? | Frequency | Percentage |
|---|---|---|
| Always | 4 | 40% |
| Sometimes | 5 | 50% |
| Rarely | 1 | 10% |
| Never | 0 | 00% |
| Total | 10% | 100% |

The table 12 tells us that 40% of the respondents recognized that they always adapt their teaching materials in accordance with their learners' different intelligence. 50% among them do it sometimes and 10% rarely. The implication is that students' satisfaction is not attained as far as the adaptability of available teaching materials to meet their learning needs is concerned. In line with the above, Alfonseca et al. (2006) point out that an awareness of students' learning styles will enable teachers to adapt appropriate techniques and methods that suit the students' preferences.

Investigating teachers' Opinion about the impact of considering learners' different ways of learning when teaching produced the forthcoming results. The respondents said that the effects of teaching considering learners' different ways of learning is that it makes the classroom lively and therefore enhances learning, it is time consuming and constitute a barrier in completing the work load, it helps teachers to improve their teaching abilities and it helps to achieve the teaching/learning objectives and inclusive teaching.

**Teachers' Opinion about the Difficulties practicing MI in a Classroom**

The question on the difficulties practicing MI in a class produced the forthcoming results. Informants, who knew what MI is all about, answered that it is time consuming and there is lack of teaching resources since implementing MI strategy is too demanding. The majority of the respondents declared that they were not aware of MIT.

Educators can understand the concept of MI but the real challenge they face is to implement it in the curriculum. The adoption of MI into curriculum indicates assessment of student learning strengths and problems along with the instructions which is tailored for diverse learning. Now the big concern is how to make MI convenient in day-to-day classroom experience.

It is true that the problems stated above are realistic, but we also know that the way MIT is elaborated makes us to understand that there is no much difference between living and learning. So, learners are themselves with their day-to-day experiences, mentally constituted library of teaching aids. They have listened to several songs, read books, seen several realities in their environments and solved problems by thinking/reasoning, known things by touching, learning through meditation, collaboration/interaction and nature. Nevertheless, there is obviously a great need to acquire external teaching materials, especially computerized ones. Time could also be manageable if teachers succeed in creating total classroom participation free of time wastage.

## B: Results and Discussions from Students' Questionnaire

Since this research work is teachers centred, the questionnaire for students was elaborated to appreciate the veracity of teachers' declarations. In the course of the research work, one hundred students (100) from Sixième (6e) to Terminale (Tle) classes, fifty (50) from each of the both schools (GBHS Ekounou, Yaounde and GBHS Bayelle-Nkwen, Bamenda), participated in the investigation by filling each a questionnaire of 15 questions that was exploited by the researchers and reported below.

### Students awareness of their multiple intelligence

The researcher wants to know if students are aware that they are intelligent in different ways as an indication that their teachers have transmitted the notion to them. Results indicate that 34% of the participants were told that they are intelligent in different ways and 66% are not aware of their MI. This shows that the majority of the learners are unaware that they possess various intelligences, skills that they can activate to achieve greater learning as the MIT states. This situation can be justified by the fact that 70% of teachers do not know what the MIT is all about.

### Achievement of Learning Outcome

MIT promotes engaging and enjoyable learning (Ghanznav et al, 2021), flexibility and integrated learning (Yavich and Rotnitsky, 2020), individual differences of learners (Fink and Ann, 2008) and thus enhances understanding. Students' opinion whether they understand English Lessons at the end of each lesson was sorted out and presented below.

**Table 13: Learners' Achievement of the Learning Outcome at the End of each Lesson**

| Do you always understand the new knowledge that your English teacher teaches you at the end of each lesson? | Frequency | Percentage |
|---|---|---|
| Always | 23 | 23% |
| Sometimes | 60 | 60% |
| Rarely | 17 | 17% |
| Never | 0 | 00% |
| Total | 100 | 100% |

Statistics above indicates that 23% of the students always understand the new knowledge that their English teacher teaches them, 60% of the informants affirmed that they grasp it but

sometimes and 17% of them rarely understand at the end of each lesson. It is visible that the majority of students do not always achieve learning outcome at the end of English lessons, which confirms what the teachers said above (70% of teachers said it is rare).

Students' opinion on the efficacy of their teachers teaching style whether it helps them to better understand his/her lessons was inquired and results reveal that 57% informants said their teachers' teaching style helps them to achieve better learning whereas 43% said no, and this is not favourable to learners' competences. There is definitely a problem if 43% are not satisfied with their teachers' teaching and thus impact learning outcome and inclusive teaching.

Students' opinion whether they understand English lessons at the same Pace with Classmates was investigated and results depicts that 9% of learners achieve learning at the same pace sometimes with their classmates whereas 23% said it's a situation that happens rarely and 68% affirmed it never happens. From these assertions, and also relying on the fact that 70% of teachers said it never happens, conclusion was made that learners do not really achieve learning outcome at the same pace.

Students' Reasons for not achieving the same Pace of understanding with their Classmates are lack of concentration, difficult lessons, language barrier, lack of interest, lack of textbooks, tiredness and the existence of fast and slow learners. Almost the same reasons were given by teachers. As the researcher said earlier the effective implementation of MI will be of great help in facilitating learners' mastery of the new input and making teaching inclusive.

The informants want the teacher to vary methods and activities, make clear explanations with demonstrations, involve all students when teaching and use multimedia teaching material. Students' proposals to solve the problem of low achievement of learning are elaborated in the MIT.

**Use of MI by teachers**

The researchers equally seek to know students' opinion about their teachers considering their various skills during classroom instruction. Statistics shows that 20% confirmed that their teachers consider their various skills when teaching, 68% said sometimes and 5% said rarely. This shows that only an unreasonable percentage of teachers always consider their learners' multiple skills when teaching. Such situation has a negative impact on students' performances and it is not inclusive at all.

The researcher wants to know from the students if teachers give preference to their learning style. Findings are presented below.

**Table 14: Teachers paying attention to learners' learning choice**

| Does your teacher give preference to your learning choice when teaching English? | Frequency | Percentage |
|---|---|---|
| Always | 20 | 20% |
| Sometimes | 67 | 67% |
| Rarely | 11 | 11% |
| Never | 2 | 2% |

www.ijrehc.com
Page 345

| Total | 100 | 100% |
|---|---|---|

We are informed from the table above that, 20% of the respondents agree that their teacher always give preference to their learning choice, 67% said they sometimes give preference, 11% affirmed that it's rare and 2% said never. 40% of the teachers said they do and 60% sometimes. Statistics obtained here are almost the same with those given by teachers. Preference given to learners' choice is not at its optimum.

Learners' opinion whether teachers vary activities during teaching produced the following results. Some 43% of the respondents said they always have variety of activities that meet their learning needs, 51% affirmed their teachers sometimes vary activities and 6% said it is done rarely. What the students said matches with what teachers said.

Students' opinion on grouping criteria teachers use to make them carry out classroom task reveals that the dominant principle is grouping according to sitting position which scored 77%, followed by mixing slow and fast learners 20% and lastly friendship 3%. This mostly used criterion is not reputed favourable to help learners achieve greater learning outcome, but mixed abilities grouping is, but its percentage is low.

The researchers wanted to know students' opinion on teachers using varied materials in relation to their different skills and findings indicates that 5% of the informants admitted that teaching materials are always varied by their teachers, 91% said their teachers sometimes vary materials, 3% recognized that it is rarely done and 1% said never. Varying teaching materials is one of the proposed strategies in MIT, but the proportion of usage in this case is not high enough to greatly ameliorate learners' learning outcome.

## 5.0 CONCLUSION

Findings reveal that language teachers in the target schools have a low perception and awareness of the concept and use of MI and thus, rarely apply it during their teaching thereby rendering instruction not inclusive enough for better learner achievement. Further finding indicates teachers' low learning outcomes achievement as differentiation is rarely practiced during instruction by teachers of the target schools. Results also reveal that, a majority of learners equally expressed dissatisfaction with the teaching style of some of their teachers given that it is dominantly exclusive and fail to reflect their varying learning pace.

Findings from this research are implicational to instructional research and policy decision on language education in Cameroon as well as provide literature for further research on the concept of MI which is under exploited in Cameroon. It can inform instructors on best practices of inclusive teaching and differentiation for a better learner achievement. It can serve as the basic for the institution of a policy on constant training and workshops on the concept and its implementation in the classroom with constant follow-up by inspectors. It can also serve as one of the basis on which the state decides to select a particular textbook for use in schools in Cameroon based on its variety of tasks reflecting MI of learners.

Given the implication of this study stated above, some recommendations have been made to language instructors and the ministry of secondary education. Teacher in secondary schools should gain more knowledge on MI and use it to achieve inclusive teaching for better learners'

achievement. Teacher trainers in Higher Teacher Training colleges should integrate the multiple intelligence theory of teaching and learning as a component of the didactic course to equip teachers with the said theory to enable them to enhance greater learner achievement in the classroom. Seminars should be organized each year to train secondary teacher on the MI classroom practices and differentiation. One of the criteria of Textbooks selected should be based on the variety of exercises found that reflect the MI of the learners.

This research work actually focused on showing the relevance of MI in enhancing greater learning outcomes. Two Cameroonian schools were selected to carry out the investigation on the awareness and use of MI. Findings revealed that the issue of MI is not fully applied in the educational system of Cameroon. There is a tendency for not getting rid of traditional teaching methods that are mostly concerned with the verbal-linguistic and logical-mathematical intelligences in Cameroonian schools in order to fully embark in MI. The need to adjust the curriculum to meet up with the teaching/learning demands of a changing world necessitates the training of individuals to reach their full potential. Therefore, a study on how to implement effectively the multiple intelligence theory of Howard Gardner in the curriculum in Cameroon can be carried out. Another study can focus on material designing or textbook exercises designing based on MI.

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