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Applying Multiple Intelligences Theory in ESL/EFL Classrooms

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APPLYING MULTIPLE INTELLIGENCES THEORY IN ESL/EFL CLASSROOMS

By

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A capstone project submitted in partial fulfillment of the requirements for the degree of
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DEDICATION

To my husband, daughters, parents, and brothers whose constant support made learning and teaching possible for me every step of the way. My achievements are the result of their patience and motivation.

In memory of Professor Lotfollah Yarmohammadi whose inspiration as my mentor made me who I am today as a learner and teacher of English as a second language.

To Dr. Iman Rasti whose teaching approach changed my vision to become a more innovative educator in my journey in language teaching.

To my students who motivated me to accomplish this capstone project and continue to support me in my experience as a learner and teacher.

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CHAPTER ONE

Introduction

My Experiences

I started teaching English as a second language (ESL) expecting that it would be easy because I already had experience teaching English as a foreign language (EFL) in Iran. However, I realized that teaching English as a second language could be just as challenging as any other subject. Both students and teachers have different expectations when it comes to learning a new language either as a foreign or a second language. Although the ESL learners have the luxury of being immersed in the language inside and outside of the classroom, the EFL learners do not have to rush in order to get into the mainstream classroom without support. Nevertheless, both kinds of learners have one purpose of becoming fluent in the target language. The purpose of this research is to answer the following research questions: *How can language learners develop their multiple intelligences to become proficient language learners through classroom activities? What are ways to create a curriculum that includes both the traditional foundations of language teaching and multiple intelligences theory?*

After teaching in two different districts, I found out that English Language (EL) learners are not only faced with lack of language proficiency, but also many life challenges as newcomers. Entering into a new country, culture, school, and learning environment are a few that I can mention. I worked with students who received sheltered and in-class ESL services. I focused more on my high school EL learners because I could connect with them better. As they navigate their path in the new learning environment, teachers need to gear their teaching strategies to accommodate their EL needs. These

needs are more than learning the language, but how to help them better in the short amount of time they have. One way to do that is to recognize the idea that each learner possesses varying cognitive processes that help them maintain or discard the information presented to them. As a language educator, we need to know how to make sure that students are successful in the process.

The English learners come from different parts of the world with different racial, ethnic, and educational backgrounds, as well as unique learning styles and intelligences. One common misconception about multiple intelligences (MI) is that it is the same thing as learning styles. Learning styles (visual, auditory, and kinesthetic, impulsive and reflective, right brain and left brain, etc.), according to Howard Gardner (1983), are the ways an individual approaches a learning task. However, multiple intelligences refer to different intellectual abilities. Gardner sees the idea of learning styles as a *hypothesis*. He believes that there are no clear criteria for how the learning styles are defined, recognized and assessed. According to the traditional concepts, intelligence is a single concept that can be tested and never changes. Later, Gardner(1983) introduced his theory of eight different intelligences that are possessed by all learners and can be grown and developed.

My personal interest in the theory of multiple intelligences began after I connected it with some of my school year memories. Every year, my parents would be disappointed looking at my poor grades in math. “We help you all the time with math, why can’t you get it?” they used to ask. “How can you get perfect scores in English, history, literature, geography and so on but not math!?” They used to compare me to my elder *intelligent* brother who always scored perfectly in math but not in the other subjects. Although I memorized the multiplication table in one day, I couldn’t solve math problems

without help. Somehow, being perfect in math would make you *intelligent* even if you were not good in other subject areas. A few years ago, after becoming familiarized with the concept of learning styles and the theory of multiple intelligences, I realized that I needed help finding ways to develop my mathematical and spatial intelligence, whereas my other intelligences were already developed. As a teacher, the same rule applies to my EL students. I cannot say one student is more *intelligent* than the other because they can read better or speak more fluently.

This chapter will give an overview of my personal and professional background. I will preview some issues related to my experiences as a teacher as well as examples of some of my students' intellectual traits which reveal their strengths in learning. This chapter will also explain my interest as the researcher for this project.

My Personal Background

I grew up in a community where religious ideology ruled the lives of people from early ages. Although today the internet has changed the perspective of many families, the strict religious regulations are still enforced in society. People are not considered as whole individuals; therefore, they rarely talk about their feelings. I learned that feelings could not be mixed with everyday life, and it can be attributed to the fact that people are very reserved, especially when it comes to women in a male-dominated society. As a girl growing up in an upper middle-class family, I experienced many restrictions from going to segregated schools to living with my parents before getting married. Teachers see students only as an individual that comes to school like a robot to be taught and take a test at the end of the semester. The schools still follow the same traditional method of teaching and assessment; however, the parents are more involved in their children's

academic journey than before. When I went to school, I was expected to get good grades by both my parents and teachers. My parents never asked how I learned a lesson, how things were at school, or how the teacher was doing, because the teachers were and still are treated as knowers of all. This mentality has been with me until now as I look at my daughter's report card and question her grades. I usually ask why she did not meet the expectation in a particular subject. Sometimes, I feel that I am unable to see beyond the fact that she might have different inclinations, or the materials were not presented effectively. I mostly assume things based on the facts and my background in how I received my education. I started working on my research with this understanding that students come to the classroom every day with a clean slate waiting to absorb materials that I present to them, however I now like to go beyond this mentality and look at my students from a different angle to see them as whole individuals who come to my class with their different talents and feelings, ready to learn together.

As a student, most of my formal language learning was teacher-centered. Learning English as a foreign language is a challenging process and it takes a longer time for the learner to become proficient. The only way a learner can improve and learn is inside a classroom. The goal in my English classes was to memorize and repeat to be able to pass all those multiple-choice item tests. Creativity and critical thinking were never encouraged. We would participate in the activity of repetition after the teacher. To learn a second language, learners usually have to go to language schools. I enrolled in an institute which used to be called Iranian-American Language Institute. For 40 years, the same books were taught and very few of our teachers encouraged us to take advantage of different teaching resources such as movies, songs, magazines, and newspapers to

improve different language skills. Incorporating those sources in the classroom was a challenge for our teachers because they were on a fixed lesson plan. The content of the books was overwhelming. Constant repetitions of words and grammar drills were very time-consuming. Teachers could not be creative in any way let alone finding out how their students can learn better. I spent five years going to the language school and I considered myself at that time to be a good product of the method. As I became more and more proficient in English, I sought different resources. I tried to make English learning more interesting for myself. I read many simplified English books, listened to songs and radio programs, and joined online chat groups. Eventually, I pursued English as my major at the university I attended, in hopes of one day being able to teach it.

A Typical Audio-Lingual Method Classroom

After Skinner introduced his new psychological theory of behaviorism to the world, linguists started adopting it to train soldiers who could function in the target languages of the countries they would be deployed to during WWII in the shortest amount of time. The soldiers would go through intensive instruction and would become proficient language learners. The language teaching and learning method that was adopted during that time was called audio-lingual method. Behavioristic approach is based on stimulus-response and immediate positive feedback, which I experienced first-hand in my language learning classes. The audio-lingual method was still prominent in the language school that I used to attend, even though the method was obsolete. While teaching reading, grammar, and lists of bilingual vocabulary was prevailing throughout our books, the important skills of listening and speaking were overlooked. The success in producing proficient English learners in grammar and writing was the main reason for

continuing to use the old method. The reason was that first of all, the methodology was not based on focusing on those skills, and if a teacher was trying to introduce any new chunk to the curriculum, he or she would not be able to finish the book in time and would be criticized, too. The language learners would not become proficient speakers until later years. Since my foundation for English syntax and semantics was solid, I started working more on the skills that made me more capable of functioning in the language.

My Students and Their Intellectual Properties

When it comes to learning, Howard Gardner based his theory on the idea that all learners are already equipped with eight different intelligences. However, some of these intelligences might be stronger and more developed than the others. I tried to see these developed intellectual properties in my students as we became more engaged in the learning and teaching process.

Miguel is a typical EL student who had been receiving EL services for many years but had not been successful in graduating. He definitely looked older than what the papers said. I talked to him at the beginning of the year and he told me that he just came back from El Salvador after visiting some of his friends. He never missed class, and always had a determined look. Every day, he would come to me with a new story either from his new life in the United States or back home. Understanding each other was never an issue; he knew well how to use Google translate. I had the feeling that he didn't feel comfortable sharing most of his stories in a group or class discussion. One of his fascinating stories was about the day that he came to school by bus. He did not look happy because he took apart his car and could not put it back together the next day. He told me that he just needed more time.

Rena recently moved to the United States from Jordan with her family. She was the youngest and her brothers were already living here. Her English vocabulary was limited, but she amazed me by her improvement every day. Her memories of Jordan were so fresh. When she talked about it, that made me realize how much she could be missing her home country. Once, during recess, I found her writing something in Arabic on the white board. I asked if I could guess what she was writing and I shared some words from Farsi. We knew both of us were writing from right to left; however, she was so excited that she found something in common with my first language. We shared, guessed the meanings and laughed. She showed me how she could write Arabic calligraphy and it was beautiful. Later on, I almost always found beautiful Arabic calligraphy at the bottom or top of each page she would use to write her homework. “You had Mansaf, ever, you know Jordan food?” I said “no.” She looked surprised and before I had a chance to ask more questions, she started telling me what the ingredients were and the detailed steps to making it.

About a year later, Ibrahim came to the United States from Somalia, where he went to classes in the camps on the border with Kenya. He was a very smart boy and he was improving everyday in English, however, writing was not something he could do well. He always had his headphones on while listening to the music. Once, after I asked him to take the headphones off in the beginning of the class, he kept singing the song like he knew it by heart. As a child he sustained some injuries to his eyes and he could not focus on the page to be able to write. Everything about his English was great, but somehow we could not get him out of EL services. Although he was a great conversationalist and had great ideas, he was not able to bring them on paper due to his

disability. Although he did not participate much during the class group activities, he had his own group outside of the classroom where he was in the center. His favorite free time activity was riddles and he was great at them.

Capstone Context and Rationale

The context of this project can be any EL's classroom. Every year, depending on the ongoing political instabilities all around the globe, an influx of EL learners come to the United States and they need to be accounted for. According to the National Center for Education Statistics (2022), the percentage of students in the United States' public schools who were English language learners (ELLs) was higher in fall 2019 (10.2 percent, or 5.0 million students) than in fall 2010 (9.2 percent, or 4.5 million students). I believe individual students have the right to learn and should be given the opportunity to be a part of the learning process. I hope that this capstone project will give me a chance to create a holistic approach curriculum that focuses on all EL learners who might be struggling in traditional language classrooms that would include all the traditional foundations as well as the multiple intelligences theory in it. Even though the research questions are focused on ESL and EFL learners in language classrooms, the project can be a helpful guide to all ELs across different content areas at school.

Although language learners are considered an integral part of the teaching and learning process, EL learners continue to be marginalized in mainstream contexts (Harper & De Jong, 2009). There are some students who need more help than others along the process and should be provided with the necessary assistance. Teachers are responsible for treating each student as a unique individual with their valuable knowledge and intelligence that they already bring to their classrooms. Especially in a language learning

classroom, no student comes to the classroom without any knowledge of the language they are going to learn. Not sticking to a particular approach and being spontaneous make both learning and teaching fun. However, at that time I did not have much knowledge of multiple intelligences theory to be able to implement activities around that theory.

However, according to Christison (2005), making MI theory a part of your language classroom curriculum is a challenge. Language classrooms are based on traditional foundations of methodology, testing, L2 theory, grammar teaching, listening, speaking, reading and writing. To create a curriculum, we cannot overlook these basic foundations to be included in a language curriculum inspired by MI theory. When we shared with colleagues about students, the criterion for their intelligence was the degree of how strong their skills of speaking, reading and writing would be. Now that I think about those conversations, it feels like we were comparing them based on their separate aptitudes. To help learners develop their multiple intelligences, they will be successful not only in language classes but also in other subject areas at school.

Professional Experiences

I started teaching English when I was a sophomore at the university in Iran. Language learning and teaching was moving away from what I used in the past. I knew there could be other ways to teach a language which would not involve boring repetitions, grammar drills and long lists of bilingual words. As a teacher, I moved towards a more student-centered classroom, however, I did not have the knowledge of the MI theory at that time. I found out that the key to keeping my students motivated and interested in the learning process was to make them a part of it. Unfortunately, I was

bound with pre-assigned books and lesson plans that prevented me from creating a learning environment that deals with my students as whole individuals.

Although I wasn't able to include much of MI theory activities in my ESL or EFL classes, I tried to implement more creative ways to keep my students active. Instead of memorizing long lists of vocabulary before reading the text, I had my students read the text and try to guess their meanings. My students sorted slips of papers of vocabulary words and their meanings. For the concrete words, they could find pictures. However, for the rest which were more abstract, the students just put the words on the board, checked the meanings, and made sentences. It helped them remember the meaning and spelling of the words. When it came to assignments, I never stuck to one mode of response. Once I had a student in my ESL class who struggled a lot with writing and always missed deadlines. He was an artist and I directed him to use his ability to draw what he had in mind and talk me through the process.

Sometimes, I used to arrange the lessons on some useful themes and situations to be held outside of the classroom. For example, after teaching the content on shopping to my EFL learners, I took them to a department store and asked them to tell me and their friends the names of all the objects they know and told them what they did not know. To me, such an activity would have a lasting impact and students will never forget the experience or the things they learned. To promote learning beyond classroom walls and connecting with community, nature, and people was very important to me. In addition, I saw myself more of a facilitator than a teacher. My approach to students' questions wasn't always to provide straight answers. If a student had a grammatical question or

needed to know the meaning of a word, I would first ask the whole class to see if anyone knows the answer and if not, it would be like an assignment.

Use of media and technology as a source of language learning was an integral part of my ESL language classes. News stories, science news, movies, and songs were the best source of learning about new vocabulary and culture. However, incorporating technology hasn't always been easy. Once, I taught in a classroom that was located in a part of the building where there was no internet access, so we couldn't take advantage of the internet at all. Also, based on the language level of my students, incorporating visuals in my teaching process would benefit them more than extensive explanations in a language they barely know about. One time, I asked my students to find song lyrics that contained sequence words. To my surprise, when some of them couldn't find what I asked them to, they found songs that they could relate to their previous lessons. This way, I took advantage of student's love of technology and had them do this project using search engines. Indirectly, I had other purposes in mind to promote their language learning. As they learned how to use the technology, they learned many terminologies related to computer and research.

Finally, when it comes to testing and evaluation, I consider the fact that the strict paper and pencil testing is suitable for a more traditional teacher and content-based classrooms. However, as a teacher, I believe that if there was no testing, some students wouldn't take the class seriously, and in some cases this was true. While some students were better test takers when they were tested on the paper, the rest performed better on oral tests. The teacher should provide this opportunity for the students to be tested based on their preferences and time limits if there is a persisting problem. When the students are

assessed based on clear expectations, they become more self-regulated and self-aware in producing the correct language and becoming more proficient along the way. By assessing the students, we try to make the students more aware of their mistakes so that they can become better learners, on the condition that they receive feedback from their teachers.

Conclusion

This chapter presented my research questions and rationale for why I focused on multiple intelligences in ESL and EFL classrooms, along with my personal background, as well as my teaching experiences and observations. I explained the capstone context and rationale for why this project is important based on the personal and professional significance it has.

In this project, I will explore the following questions: *How can language learners develop their multiple intelligences to become proficient language learners through classroom activities? What are ways to create a curriculum that includes both the traditional foundations of language teaching and multiple intelligences 'theory?*

Chapter Two consists of the literature review related to EL learners, program models for EL learners, multiple intelligences theory, multiple intelligences in language classrooms, and teaching language skills of listening, reading, speaking, and writing through MI theory. Chapter Three outlines my capstone project by describing the audience, instructional strategies, activities and self-assessments.

CHAPTER TWO

Literature Review

Introduction

I learned English in a teacher-centered classroom with days filled with endless repetitions, grammar drills, and bilingual vocabulary lists. Now that I am an English teacher, I have tried to provide creative learning experiences for my students. Although I had some control on the strategies and materials I taught, I knew more could be done to accommodate the needs of my students by tapping into their different multiple intelligences (MI). English learners come from a variety of ethnic, social, and racial backgrounds. They have an aptitude for learning that varies, but it is accessible. It takes time to learn about their backgrounds. According to Gardner (2008), each learner has nine different kinds of intelligences, with some more developed than others. However, by incorporating strategies based on multiple intelligences theory, the teacher can take advantage of the intelligences that are more highly developed and create an opportunity to advance other areas of intelligence. In this project, I explored the following questions:

How can language learners develop their multiple intelligences to become proficient language learners through classroom activities? What are ways to create a curriculum that includes both the traditional foundations of language teaching and multiple intelligences theory?

My focus is on learning about strategies to use that will develop or expand the multiple intelligences of the language learner through creative activities as well as keeping the traditional foundations of language teaching—listening, speaking, reading, and writing—intact. I would like to create a curriculum which encompasses activities that are

based on multiple intelligences theory to help English learners become successful language learners.

This chapter provides a review of the literature on who English learners are, as well as program model instruction for English learners (ELs), multiple intelligences theory, and teaching through MI principles. The section on ELs focuses on cultural considerations as well as their educational achievements along with the advantages of teachers knowing their learners. This section also covers the identification and labeling of the ELs in public schools.

This chapter also includes the definition of the language instruction program for ELs, which is called ESL, although other terms have been used too. ESL is a content area such as math and science. There are different types of ESL instructions that serve the same purpose of supporting ELs in their language learning process. The ESL instruction is based on some traditional program methods that have been the foundation of any second language classroom.

The next section covers the definition of multiple intelligences theory along with its implication in an educational setting as well as language classrooms. Also, it also explains more about the basic foundations of MI theory. This section continues to explore the inclination of teachers in using strategies that match their developed intelligences rather than the underdeveloped one. Furthermore, by learning more about the students' intelligences, teachers can use them as resources to use in their classroom and better meet the needs of individual students.

The last section of the literature review examines teaching through multiple intelligences theory principles in language classrooms and its implications for language educators to implement the principles of MI in their classrooms.

English Learners (ELs)

According to the No Child Left Behind Act (NCLB), an English learner is referred to as Limited English Proficient (LEP). It defines an individual whose lack of English proficiency in reading, writing, speaking, and understanding of the language would prevent them from participation and educational achievement in the class where the medium of instruction is English. Many experts in the field objected to the term *limited* because it bears a negative connotation that pictures the learner as someone whose low level of proficiency is permanent (Wright, 2015).

Lacelle & Rivera (1994) were the first who used the preferred term of ELL (English Language Learner) in the field. Although the term ELL was an improvement over LEP, it was not an inclusive term to some scholars. Garcia (2009) believes that the term ELL only focuses on English as the subject to be improved and introduced the term *Emergent Bilingual*. The focus of this term is both on the home language alongside with emerging proficiency in the new language of English. In addition, the label of emergent bilingual highlights the fact that many ELLs are born in the United States in houses where variations of English and other languages are being used (Hopewell et al., 2014). While many ELL students have immigrated to the U.S., most are American citizens; in fact, according to U.S. Census Bureau data from 2013, 85% of ELL students in pre-kindergarten to 5th grade (and 62% of ELL students from 6th grade to 12th grade) were born in the United States.

The most common process of identifying EL learners in most states is through the home language survey. When the parents enroll their children at school, they need to mention that another language other than English is spoken at home. After the students' other languages are determined, they will be given an English Language Proficiency (ELP) test to assess their level of English language proficiency (Wright, 2015).

Cultural Considerations for ELs

As Hamayan et al. (2013) put it, culture is more than fashion, food, and festivities. English learners come to language classes from different social, language and cultural backgrounds that are different from the culture of the target language. Another definition of culture provided in anthropology is the way people live which includes the most important and interesting information to a typical student in a language class (Chastain, 1988).

Wright (2015) believes that the American educational system serves as a tool for *assimilation*, where immigrant students need to give up their home culture and language and become American English-speakers. However, EL language programs need to encourage the students to create new sociocultural identities rather than assimilate. These programs should strive to make the environment safe for ELs by welcoming the obvious aspects of their culture. For example, they can add the special holidays from different cultures to the class calendar to celebrate them, and offer halal or vegetarian food in the cafeteria (Hamayan et al., 2013).

It is crucial that the teachers connect instruction and the curriculum to students' lives where their community, home, and school experiences are contextualized. The concept of *bridging* is the representation of connecting education to the EL learners' lives

(Rodgers, 2002). This term refers to closing the gap between the dominant language community and the ones used in the students' home communities by using *reflective* classroom practices. When the ELs make the connections, the previously learned materials become stronger and make the new knowledge easier to acquire. Funk (2012) believes that respectful use of ELs' home languages is a kind of bridging which is nothing but reaching to the individual's community and should be an agenda for every educator.

Starting the class activities based on what the students already know from home, community, and asking parents to participate in some classroom activities are a few suggestions which makes instruction more relevant to students' home and community. Other examples are integrating students' perspective in unit lessons by eliciting answers to certain questions, and administering assessments in students' home languages. These activities introduce the concepts in a way that are more in line with the ELs perceptions (Hamayan et al., 2013). When it comes to IQ testing, many researchers believe that it is limited to western views of intelligence. In other cultures, the IQ may be measured differently. Culture is an integral part of language learning and language learners need to study language in a context that appreciates the valued intelligences in other cultures as well (Richards & Rodgers, 2001).

ELs Educational Achievements and Language Proficiency

The educators need to consider the fact that there is a difference between students' English language proficiency and their academic achievement across the content areas (Hamayan et al., 2013). The biggest concern of mainstream classroom teachers is that ELs are attaining academic materials that are presented in English while they are still

developing their language proficiency (Gottlieb, 2012). Teachers often ask, “How do I know my ELs get the concepts of math?” and “How do I assess what they have learned if they don’t speak much English and I don’t know their L1?” How can mainstream teachers know that what they assess is not English language proficiency? The teachers’ uncertainty is normal, because the ELs are acquiring language and learning content materials together for the first time. The concepts in the early grades are naturally more concrete and the language used to talk about them is the same as well. However, as the concepts become more abstract and complex in the intermediate, middle, and secondary grades, the language needed for communication becomes more specific. In addition, the concepts taught are beyond the ELs language proficiency in these levels. These problems indicate what challenges ELs face in school and the knowledge teachers need to have to address the academic content and the language development needs of ELs (Janzen, 2007). To deal with this complex issue, the EL teachers need to make a distinction between when they are assessing students’ academic achievements on content material and when they are assessing students’ language proficiency levels (Gottlieb, 2012).

Some old research blames low IQ and cognitive inferiority as the reason for students’ underachievement. However, these claims have been refuted so far by several scholars, such as Howard Gardner, with the introduction of his Multiple Intelligences Theory. Gardner (1983) proposed the Multiple Intelligence Theory which recognizes nine intelligences for each individual. Some people might be more developed in some of these intelligences (capabilities) than the others. In this regard, academic underachievement is recognized through opportunity to learn. Unfortunately, the poor and minority students (especially ELs) end up in overcrowded and unfunded schools. The parents of minority

students tend to have a low level of education and can't help them with schoolwork. Also, they might be living in low-income neighborhoods where crime rates are high and there is no access to decent schools and community libraries (Wright, 2015). Krashen (2014) found a strong correlation between school and community libraries and reading scores, as the areas with better libraries had better test score results. Poor parents can't afford to buy books and may not have access to libraries; therefore, the students read less and scored lower on their reading. Many ELs are faced with the same challenges in addition to the fact that they are in the process of learning a new language (Krashen, 2014).

Although learning the English language is challenging for students with other home languages, there are plenty of successful bilinguals that can be found all around the world. British Prime Minister David Lloyd George spoke Welsh at home; novelist Joseph Conrad grew up speaking Polish but wrote *Lord Jim* and *Heart of Darkness* in English, and acclaimed African novelist Chinua Achebe spoke Igbo. Also, many renowned bilinguals from a variety of backgrounds reside in the USA (Funk, 2012).

Table 1

Famous American Bilingual Names with Home Language in Parentheses (Funk, 2012)

Isabel Allende (Spanish)	Author (House of the Spirits), learned English as an adult
Antonio Banderas (Spanish)	Actor, learned English as an adult
Ang Lee (Mandarin Chinese)	Oscar-winning director (Crouching Tiger, Hidden Dragon)
Jack Kerouac (Joual French)	Author (On the Road), started English at age six
Mila Kunis (Russian)	Ukrainian-American actress, started English at age seven
Mel Martinez (Spanish)	U.S. Senator, cabinet member, started English at age 16
Martin van Buren (Dutch)	U.S. President from NY State, learned English at school

Note. This table demonstrates Famous American Bilinguals. Copyright 1994 by Funk.

Knowing your ELs

Teachers of ELs are always challenged by the distances between themselves and their students, between families and schools, between student achievements and language proficiency. These distances will be removed when both sides come together. The EL's home language can be one of those challenges that the educators can take advantage of. By finding similarities and differences between the EL's home language and English, the educators can plan effective ESL instructions that would benefit the EL greatly (Funk, 2012). While the diversity can't be overlooked, the EL's non-English language is the only characteristic that has been recognized in educational settings. Although the home language is a very important variable, the whole identity of the ELs such as gender, learning differences, previous schooling, and cultural heritage should be considered in instructional decisions (Lacelle, 1994). Multiple intelligences theory is one of the learner-based theories that encourages the development of the "whole person" and its instructional activities help learners become successful learners in the process. The learners can envision their goals and try to expand them. Also, the teachers in these classes are not only the language teachers but also contributors to the overall development of students' talents or intelligences (Richards & Rodgers, 2001).

Wright (2015) outlines important information that the EL educators need to know of their students as follows: (1) home language and literacy; (2) language proficiency level; (3) schooling history from home and the United States; (4) immigration reasons; (5) number of siblings; (6) educational and employment history of the parents. Usually, this information is found in the students' enrollment forms or the teacher can try to obtain them through appropriate ways such as an "All about Me" activity in the beginning of the

school year. In addition, finding further information regarding the history and educational system of the home country as well as ELs' ethnicity and culture can help the educators explain certain behaviors of the students in the class and encourage the use of aspects of their culture, too. Another important benefit of knowing about EL students for educators is to identify helpful supplemental educational materials for the classroom such as bilingual books and dictionaries.

This section discussed ELs' cultural backgrounds as well as their educational achievements, and also discussed the advantages of knowing their learners. This section also covered the process of identification and labeling of the ELs in public schools. The next section will define ESL as well as different types of ESL instructions that all serve the same purpose of supporting ELs in their language learning process. The ESL instruction is based on traditional program methods that had been the foundation of any second language classroom. The challenges and ways to improve teaching of each traditional language skill of listening, speaking, reading and writing for language learners will also be discussed. Exploring more about these programs will support the research questions of *How can language learners develop their multiple intelligences to become proficient language learners through classroom activities? What are ways to create a curriculum that includes both the traditional foundations of language teaching and multiple intelligences theory?*

What is ESL?

The English language instruction that English language learners receive at schools is called English as a second language (ESL). Since there are students that English would be their third or fourth languages, some states used other terms such as English for

speakers of other languages (ESOL) or English as a new language (ENL). ESL is just another content area like math and science and its purpose is to help ELs develop their skills of English reading, writing, speaking and listening for authentic communication and academic purposes in the mainstream English classrooms (Wright, 2015). ESL programs are also referred to as English language development (ELD) (Genesee et al., 2006).

EL Instructional Program Models

Wright (2015) asserts that the idea of no one-size-fit resulted in many EL instructional programs that are classified as bilingual or English-medium. Bilingual models focus on providing content-area instruction in learners' home languages to ensure their academic success while learning English, too. On the other hand, the English-medium models provide instruction in English for all learners. Even though bilingual education has proved to produce better results among the ELs, few states restricted the use of it through voter initiatives. Garcia (2011) highlights the connection between bilingual education and policy making in her book. She talks about the myth that bilingual education is expensive; however, there is proof that English-only instructional models are more affordable. A study authorized by the California legislature in 1992 tested the well-implemented models. The results showed that each year the regular cost (\$175 to \$214) was the same for both English-immersion and bilingual programs as compared with the costly (ESL) "pull-out" programs. Furthermore, Wright (2015) claims that the community members' misunderstandings of the bilingual program, variety of language groups at schools and the lack of speakers of the same home languages made the implementation of the bilingual programs impractical. In this case, English-medium

programs are considered the best to follow. These programs aren't considered an English only instruction, but rather a combination of sheltered content instruction and ESL. In the following section, the commonly used English-medium programs which are found in schools today are described.

Pull-out Model

Pull-out ESL is a common model that is used in elementary schools with few populations of ELs. The ESL teacher will pull small groups of ELs from different classrooms and provide daily ESL service which is for 30 to 60 minutes a day (Wright, 2015). Despite its popularity, this method received many criticisms from different scholars. First, when the ELs are pulled out of their mainstream classrooms, they miss out on instruction. Second, the mainstream classroom teachers may see the ELs as the sole responsibility of the ESL teachers and won't try to contribute to their learning process. Finally, the ELs might feel *stigmatized* when they are pulled out of the classroom in front of their peers (Ovando et al., 2003). In one of his studies in California, Wright (1998) found out that one of his former students felt lost when pulled out although his peers wouldn't say anything.

Nevertheless, there are benefits to pull-out models despite the criticism. In the same study, the students who did not receive any pull-out instruction described feeling "frustrated and lost" during the first few years of their education. One student remembered "just sitting there" as the teacher called on someone else after he didn't understand the question. While pull-out ESL would be a great choice for these students, they tried to find help outside of school (Wright, 1998). According to Krashen's *input hypothesis*, the acquisition happens best in low anxiety environments and that is where

the “affective filter” is low (Brown, 2014). Therefore, the ESL teacher can create a safe and positive environment for ELs that lowers their affective filter and allow them to develop academically and linguistically in the pull-out programs (Wright, 2015).

In Class as a Second Language Instruction

In this model, the regular classroom teacher provides the ESL instruction. This program is somehow preferred over the pull-out ESL model because the EL students receive the full instruction, and the teachers can take the full responsibility for all their students. For an effective ESL in class instruction, the regular teachers should be trained in the field and be provided with ESL curriculum and educational materials. The curriculum in this model includes English Language Development (ELD) and content area instruction which is intended for second language learners (Baker, 1998). The better alternative might be the pull-in or push-in ESL where the ESL teacher collaborates with the classroom teacher to provide services for the ELs. The teachers work together to address both the content and language objectives of the lessons and recognize their shared responsibility in the success of their ELs (Wright, 2015).

Sheltered English Instruction (SEI)

This program is also called structured English Immersion where a certified teacher will provide language and content instruction in grade-level classrooms for ELs. The ESL teacher provides daily language and content area instruction and although it is all in English, the ELs receive primary language support (PLS) to understand the materials. This program which offers daily direct ESL instruction, sheltered content area instruction and lots of PLS is the next best option for bilingual education (Wright, 2015).

Sheltered instruction might be considered as a pedagogy rather than a method design because it is often used in conjunction with other program options (Genesee et al., 2006).

Chastain (1988) believes that there are many personal and instructional variables that affect the language learning process of the ELs, and the language acquisition varies among learners. The three English for the Children initiatives (which limited the type of instruction available to English language learners in Arizona students in 2000) say that ELs can't stay in SEI classrooms more than one year. Following this case, the federal law made it clear that the ELs have to receive ESL instructions until labeled as proficient and no longer need the services (Wright, 2015).

Newcomer Programs

The newcomer program which is a kind of sheltered instruction is a specific academic environment that provides ESL services only to newly arrived immigrant English language learners for a limited period of time. Short and Boyson (2012) found through the research that this program's definition might vary according to the newcomer student population and educational backgrounds, district resources, and policies. Even though the newcomer courses are a part of a district's ESL or bilingual program, they are different from the ESL instruction levels and are often known as ESL one. While this program exists in elementary schools, it is more prevalent in secondary level (Genesee, 2006). The purpose of this program is to develop their basic English skills and become familiar with the U.S. school system. In addition, they will be introduced to American culture and some content area knowledge. The students will transition to their school's regular ESL language support program that the school provides, after they complete a newcomer program (Short & Boyson, 2012).

While providing this program at schools with a flux of newcomers has many advantages, it drew some criticism as well. Wright (2015) outlined some of these criticisms as segregating the ELs into separate classes or parts of school, program high costs of the program, and limited focus on content area instruction. Also, the ELs in the newcomer program did not receive any credits from their courses toward graduation (Hos, 2020).

Submersion

Unlike the aforementioned models, in the common submersion model, the ELs who are beginning to learn English will be taught only in English. They receive instruction along with their monolingual peers either with a specialized teacher or a non-ESL educator (Lacelle, 1994). Even though the purpose behind immersion programs is to promote the role of students' home language, the submersion programs impose the idea of monolingualism ignoring the EL's home languages (Garcia, 2009). However, there are experienced mainstream teachers who can transform and deliver the instructional materials in a way that meet the needs of the ELs with appropriate training (Wright, 2015).

Traditional Foundations of Language Teaching

Around 60 percent of today's world population is either bilingual or multilingual and it is considered as a norm (Wright, 2015). While English is the most studied language, Latin used to be the dominant language of education, business, and religion. Latin was studied based on the analysis of grammar and rhetoric and it became the model approach for studying foreign languages from the sixteenth to nineteenth centuries (Howatt, 1984). Although Latin ceased to be an effective means of communication, the

approach to teaching new languages remained the same because it was believed that Latin would develop intellectual abilities. By the nineteenth century, as new languages entered the European schools' curricula, the textbooks were filled with grammar rules, and morphology which had to be memorized. The kind of proficiency that the language learners needed paved the way for the change in language teaching methods in the mid-nineteenth century. The oral proficiency was one example that was reflected in this process (Richards & Rodgers, 2001).

WIDA English Language Development (ELD)

The 2020 World-Class Instructional Design and Assessment (WIDA) organized the language expectations and the proficiency level descriptors based on communication modes for English learners. The definition for communication modes is “a socially and culturally shaped resource for making meaning” (Bezemer & Kress, 2008, p. 171).

Examples of communication modes can be images, videos, symbols, charts, tables, graphs, and oral/written language. In the WIDA 2020 Edition, the four traditional domains of listening, reading, speaking, and writing have been merged into two more modes of communication: interpretive and expressive. The new terms emphasize the facts that communication comes in a multimodal form that extends to both language development and content area learning. The purpose behind the new 2020 edition is to increase the awareness of educators that the multilingual learners communicate and construct meaning in complex and different ways (WIDA ELD, 2020).

Listening Development for ELs

Listening has been considered as a passive skill for a long time, but recently it is categorized as an active skill because it requires cognitive processing by the listener to

understand sounds, meaning and yet comprehend the message in the context it has been heard. (Moreno, 2015). Listeners utilize different processes to come to a meaningful understanding. When they use context and background knowledge to build an abstract framework for understanding, they are using a top-down process. Listeners use bottom-up processes when they gradually combine larger units from words up to discourse-level to create meaning (Vandergrift, 2004).

While these processes interact with each other in a parallel form, the purpose of listening determines the degree that the listeners use one more than the other. However, some argue that this description is not helpful because listeners cannot determine what kind of knowledge would require parallel functioning of both processes after they hear a piece. Studies on these cognitive processes indicate that EL listeners need to learn how to use both processes effectively depending on their purpose of listening (Vandergrift, 2004). Therefore, lower levels EL utilize their listening strategies in different contexts to understand the communication (Gilakjani & Ahmadi, 2011).

Educators often focus on testing when it comes to developing listening skills. (Sheerin, 1987). While the teachers can confirm the learners' understanding based on either correct or incorrect answers, they will never realize the process the students went through to provide the answers. Following the process approach, teachers can help both beginning and advanced-level students learn *how* to understand short, authentic texts on topics related to student level of language proficiency and interest (e.g., announcements and advertisements). This approach is based on metacognitive strategies that help listeners become more aware of *how* they can use their background knowledge to fill gaps in their understanding. Field (2003) and Vandergrift (2004) propose that students

need to systematically practice the listening strategies to be useful outside of the classroom.

Although Vandergrift (2004) indicates that the recent research focuses on teaching strategies that support the listeners to enhance understanding by processing linguistic input, many believe that Total Physical Response (TPR) is the best method for beginning level ELs and it remains a popular method in language classrooms (Wright, 2015). Total Physical Response was developed by James Asher in the 70s which was built around the coordination of speech and action. Asher considers the “stimulus and response” view as the underlying learning theory of this method (Richards & Rogers, 2001, p. 73). In this method, teachers provide a set of commands in English and students take the appropriate response. The beginning-level lessons are based on simple commands such as “sit down,” “put the pen on the book” and “walk”.

Speaking Development for ELs

Speaking is considered the most important skill among the other three because it is an essential element for communication (Zaremba, 2006). Previously it was believed that repetition and memorization of words in isolation or just blending a sequence of abstract grammatical rules would make a proficient speaker in a target language. Speaking of the target language is both a complicated and overwhelming experience for the second language (L2) learners in real life situations.

Over the last few decades, speaking has been recognized as an “interactive, social and contextualized communicative event” (p. 139). Therefore, the development of learners’ communicative competence lies in speaking skill, since this skill requires learners to have the knowledge to produce linguistically correct utterances which are also

pragmatically appropriate (Usó & Martínez, 2006). Consequently, it has been argued that teaching speaking in a communicative competence framework would be more beneficial. Being able to communicate in a social context is the final goal of EL learners and their success in accomplishing this goal depends on developing their speaking skill (Usó & Martínez, 2006).

Theory of language as communication started the Communicative Approach in language teaching. As Hymes (1972) puts it, developing “communicative competence” is the goal of this approach (p. 159). Hymes challenges Chomsky’s theory of competence where the speaker-listener lives in an ideal speech environment where they know the language perfectly and uncontrolled factors such as stress, distraction, and error would not affect the communication. In communicative competence theory, which was introduced by Hymes, the speaker needs to know both the language and culture. This theory is more realistic and comprehensive compared to Chomsky’s view of competence (Richards & Rodgers, 2001). Some engaging and meaningful activities for ELs which are based on Communicative Approach are role play, class discussion, interviews, and cooperative learning (Wright, 2015).

Reading Development for ELs

According to Krashen (2004), second language learners can access immense comprehensible input through reading. Books, newspapers, magazines, and the internet provide an unlimited reading source for the ELs who can go back and read them again if they do not understand something. They can use dictionaries or ask their teachers if they came across new words or phrases.

When it comes to teaching reading to second language learners, the research backs the findings of federal court in *Lau v. Nicholas* in 1974 that “we cannot teach ELs to read the same way we teach proficient English speakers to read” (p. 191). ELs need a balanced approach in teaching reading which is based on authentic and meaningful context and is differentiated to meet the needs of diverse students in the class (Wright, 2015).

The *bottom-up reading process model* was one of the first research-based approaches to reading instruction which was developed around monolingual readers of English. This model, which is mostly associated with phonics-based programs, focuses on a sequential order where the reader moves to the next level after mastering each level successfully. Based on this approach, the ELs need to identify letters and their corresponding sounds which is a prerequisite stage to reading and therefore they need to sit through hours of meaningless isolated letters and sounds practices (Herrera et al., 2015). However, studies found that exposure to authentic text will help ELs master the phonics skills of sounds and letters better and faster (Escamilla, 2004; Krashen, 2002, as cited in Herrera et al., 2015).

The *top-down process model* is the exact opposite of the bottom-up model, and the reader works from their required background knowledge to the level of the letter. The ELs are able to activate their cultural and linguistic knowledge to increase their understanding of the text (Herrera et al., 2015). As the researchers found that neither of these models explain the complexity of the reading process, they proposed the *interactive reading process model* where the reader is involved actively in the process moving through top-down and bottom-up processes to make schematic (mental storage for

experiences) connection and decoding letters and sounds. According to this model, the reader goes through multiple processes to understand a text. The reader has an active role when they have sufficient schema, and they engage better in comprehension of the text (Herrera et al., 2015). In addition, ELs are constantly engaged in activities among themselves or with more “mature readers or writers” to expand their reading proficiency (Genesee, 2006, p. 116). On the other hand, the passive reader is the one who doesn’t have enough schema and has a hard time decoding the text to understand the message (Herrera et al., 2015). The ELs in this model use schematic connections to understand the text, letters, and sound connections as well as word meaning to comprehend the text “by taking both active and passive roles (Vacca et al., 1995, p. 14, as cited in Herrera et al., 2015).

Writing Development for ELs

Brown (2014) believes that one of the language skills that can be planned and revised endlessly before submission is writing. In addition, writing is a thinking process where the students are encouraged to pay attention to correct use of language and it indirectly develops their language proficiency (Hamer, 2004). One of the most important skills that the ELs need to learn in school is writing because it is the means of showing their knowledge across different subject areas. Unlike their monolingual peers, the ELs are faced with the challenge of writing even before they reach proficiency in English language. The states where EL educators follow WIDA consortium development standards have a clear expectation from the ELs when it comes to their performance on writing for social and educational purposes. World- Class Instructional Design and

Assessment (WIDA) describes five proficiency levels of (Entering, Emerging, Developing, Expanding and Bridging) for ELs (Wright, 2015).

Research has found that reading has an important role in writing development of ELs as they continue to become more proficient. Kroll (1993, as cited in Wright, 2015) claims that reading can be used as a “springboard” for different topics to read. One teacher read the book *A Chair for My Mother* by Vera B. Williams to the class which describes the challenges of saving money to buy a chair that was destroyed in fire. Later, the students will be motivated to write about related experiences they had saving money to buy something important (p. 226). Also, reading is a great source to create background knowledge regarding a specific topic. If the ELs are asked to write about their home country or the one of their parents, reading books with similar topics will give them the required background knowledge as well as the desired structure. Furthermore, the students are using technology more everyday which requires the written form of communication and it should be embraced by EL educators because it reflects the type of writing the students want to do in real life (Wright, 2015).

This section summarized different types of ESL programs as well as their weaknesses and strengths for language learning and teaching. The challenges of ELs in developing their language skills of listening, speaking, reading and writing have been discussed as well. The next section defines multiple intelligences theory along with its implication in educational settings as well as language classrooms. It explains more about the basic foundations behind MI theory as well. This theory along with its related ideas will expand the understanding of the research question of: *How can language learners develop their multiple intelligences to become proficient language learners through*

classroom activities? What are ways to create a curriculum that includes both the traditional foundations of language teaching and multiple intelligences theory?

Multiple Intelligences Theory

While the traditional IQ tests considered intelligence as a single entity, Dr. Howard Gardner, Professor of Education at Harvard University, introduced nine intelligences (1983). He claims that the Multiple Intelligences model, which is founded on a learner-based philosophy, considers that different aspects form human intelligences and that they are equally important. He developed the Theory of Multiple Intelligences in 1983 and which was first introduced in the book *Frames of Mind: The Theory of Multiple Intelligences*. In this book, he mentions that all humans possess varying degrees of intelligence that can be developed through practice (Richards & Rodgers, 2001). Unlike traditional IQ tests that measure how intelligent people are, this theory focuses on how their intelligences work. Gardner (1983) went beyond the traditional view of only logic and linguistic intelligences which used to be measured through IQ tests and came up with identifying human capabilities that enable them to understand how certain tasks are being accomplished. And it is now time to look at how people solve problems in the real world (Armstrong, 2000).

Gardner (1983) grouped this broad perspective into seven comprehensive intelligences and added two more so far. To better understand Multiple Intelligence Theory, one must become familiar with their definitions (Armstrong, 2018):

- *Linguistic intelligence*: the capability to use words both orally and in writing.
- *Logical-mathematical*: the capability to use numbers effectively and reason well.

- *Visual-spatial*: this ability involves sensitivity to form, space, color, line, and shape and the relationship that exists among them.
- *Bodily-kinesthetic*: this intelligence includes certain physical skills such as balancing, coordination, strength, and speed.
- *Musical*: the ability to understand, transfer, distinguish among musical forms and express through music.
- *Interpersonal*: the ability to understand how others feel, and how they get motivated or inspired.
- *Intrapersonal*: the ability to know yourself and act based on that knowledge.
- *Naturalist*: the ability to become an expert in recognizing and classifying plants, minerals, and animals.
- *Existential*: the ability to ask and find answers to big questions regarding existence and life. (Gardner, 2006)

Gardner argued that he used the term *intelligences* consciously to get people's attention because they are used to hearing statements like, "he is not intelligent, but he has a good talent for music"; therefore, by using *intelligences*, he tried to shift the focus on the variety that exist in intelligences (Armstrong, 2018).

Key Ideas in Multiple Intelligences Theory

Armstrong (2018) believes that beyond understanding the descriptions of the nine intelligences and the theoretical framework behind them, it's important to highlight some key issues regarding this theory as follows:

Each person possesses all nine intelligences. Multiple intelligences theory is not used to determine the one type of intelligence that each person possesses. It is a cognitive

functioning theory that suggests individuals have capabilities in all nine intelligences. In addition, the nine intelligences work together within each person in a unique way. It seems that some people possess extremely high functioning levels in all or most of the nine intelligences. However, some developmentally disabled individuals appear to lack all as well as basic aspects of intelligence. Most people come somewhere in between these two extremes; some might be highly developed in different intelligences, fairly developed in others, and still quite underdeveloped in others.

Most people can develop each intelligence to an adequate level of competency.

Although individuals may complain about their weaknesses and consider them innate, Gardner believes that any individual who receives appropriate instruction and motivation could develop all nine intelligences to a rationally high level of performance.

Intelligences usually work together in complex ways. Gardner (2006) emphasizes that intelligences work together and in real life there is no single intelligence that exists by itself. There is an interaction among the intelligences. For example, to cook a meal, one should read the recipe (linguistic intelligence), change, or simply follow the measurements (number/logic intelligence), cook the meal in a way that is satisfying to all members of the family (interpersonal Intelligence), and eventually consider their own taste (intrapersonal intelligence).

Multiple Intelligences in Education

In traditional classrooms, teachers used the same teaching strategies for all learners (Arnold & Fonseca, 2004). Armstrong (2000) argues that our schools discourage our children by using the same teaching methods of lectures, textbooks, worksheets and tests. The learning problems that they created are focused only on two of Gardner's nine

kinds of Multiple Intelligences. Also, the irrelevance of teaching to students' personal lives discouraged them from striving to gain knowledge. Gardner (2008) also adds that the schools have focused so much on the “good test taker, the expert fill-in-the blanker and the hand raiser who always has the right answer” that 99.9 percent of the natural human resources in the country could go “undeveloped” (p. 189). However, in the last decades of the twentieth century, a significant number of research has focused on recognizing students' differences regarding their unique talents and learning styles in the classroom (Arnold & Fonseca, 2004). Many educators became interested in the idea of Multiple Intelligences which encourages learning beyond traditional books. Teachers, as well as parents who recognize their children's specific talent, can provide them with appropriate learning activities and, as a result, they will become intelligent in the ways they want (Richards & Rodgers, 2001).

Gardner has become more involved in the implementation of his theory in learning and creating ways to balance out the assessment based on Multiple Intelligences in his more recent publications—for example, his publication in 1999. Gardner believes that an educational system which is *individual-centered* (2008) will contribute to the development of an individual's potential even after the formal education is done. The learners in such a system will have both the capability and the means to become lifelong learners. (Akbari & Hosseini, 2008).

Multiple Intelligences and Individual Development

Christison (1998) asserts that it is the responsibility of language education programs to create curricula for the programs that provide future EFL educators with the basic foundation for what they should know as effective language teachers. It is expected

that the EFL teachers know about traditional methods, testing, theory, teaching grammar, reading, speaking, and listening. Teacher education programs are also expected to be in touch with current methods and introduce teachers to the latest and most creative theories in second language education. In addition, teacher education programs are challenged by integrating new ideas into existing programs, when they are welcomed by language teachers. As Sulaiman et al. (2010) claimed, “multiple intelligences theory provides a platform and guidance to teachers to use integrated strategies and instructional activities to cater to the different needs of students in terms of intelligence profiles, learning styles and learning preferences” (p. 517).

Armstrong (2018) believes that educators and young adults need to understand and apply the MI theory to themselves before trying to implement any learning models in a classroom setting. Therefore, they will personally experience the content of the theory and will commit to using it effectively with the students. One way to do this is by completing an MI inventory and sharing this information with other educators as well (Christison, 2005). After the comprehension of the basic foundations of the theory, determining the “nature and quality of our own multiple intelligences” and finding ways to develop them as a lifelong process is a significant step in the applications of multiple intelligences in the classroom. Our high and low capabilities in each of these intelligences that affect our competence as an educator will become more evident as we go through this experience. (Armstrong, 2018, p. 16).

Armstrong (2018) listed “crystallizing” and “paralyzing” as key experiences that were considered to have an important role in the development of a person’s talents and capabilities (p. 30). People usually go through these experiences in early childhood,

however, could happen at any point in an individual's lifetime. While crystallizing experiences where children's attraction to a "specific domain" increase chances for development of an intelligence, paralyzing experiences shut down the development and use of particular intelligences (Gardner, 2006, p. 46). Feelings of shame, guilt, anger, fear, and other negative emotions are often associated with these experiences. Multiple intelligences theory creates opportunities for educators to employ activities "that can help students develop neglected intelligences, activate underdeveloped or paralyzed intelligences, and bring well-developed intelligences to even higher levels of proficiency" (Armstrong, 2018, pp. 23-24).

Teachers and Multiple Intelligences

Gunst (2004) conducted research on the MI theory that examined the teachers' multiple intelligences. He believed that "teachers are expected to provide instruction to a myriad of students who have different interests, strength, and needs" (p. 9). He criticized the unique emphasis the schools have given to verbal-linguistic and logical-mathematical intelligence and believes that teachers need to create equal opportunities for most students through designing activities to develop students' different types of intelligences (Gunst, 2004; Armstrong, 2000). In his research, Gunst found out that there is a relationship between teachers' strongest type of intelligence and the type of strategies they use in their classrooms. According to the results, most teachers in this study (81.4%) who reported using the MI theory in their classrooms had the tendency to implement strategies that linked to their self-reported intelligence (Dolati & Tahiri, 2017). In addition, it must be kept in mind that the language teachers themselves are human beings and the fact that they are stronger in one specific intelligence may encourage them to use

activities that focus on that specific intelligence. According to the research conducted by Gunst (2004) in a Catholic elementary school:

Teachers tend to use teaching strategies that are aligned with their self-reported multiple intelligence. However, teachers need to be able to move beyond their strongest intelligence and incorporate several approaches in classrooms where students have varying abilities, interests, and aptitudes. (p. 189)

Although MI theory is not a prescription, it can provide the educators with a mental model to create classroom curriculum and expand their teaching strategies (Campbell, 1997). It is also a great model for educators to investigate strengths in teaching and the areas that need to be improved. Armstrong (2018) believes that educators don't need to be developed in all the nine intelligences; however, they need to learn how to use resources in intelligences that they avoid in the classroom. He suggests asking other teachers for ideas. For example, if a teacher does not have an inclination for including music in their classroom, they can ask the music teacher for ideas. Multiple intelligences theory encourages teachers to work together as a team to develop students' multiple intelligences, and the perfect teaching team and lesson planning are the ones that consider having educator experts in each of these intelligences. Therefore, teachers become lesson planners, activity creators, analysts and orchestrators of multisensory activities in a realistic time frame of the classroom (Christison, 1999).

Research conducted by Serin et al. (2009) suggests a strong relationship between instructors' multiple intelligences and their teaching strategies. Armstrong (2018) recommends that teachers can use technological resources to provide information when they are not able to do it through their own efforts. If they are not music intelligent, they

can use musical recording, not a visually intelligent person, they could include videos in lessons, use calculators and spreadsheets to Fment for deficiencies in Number/Logic areas, and so on. While some teachers shy away from activities that link to certain underdeveloped intelligences, students can make up for them by the knowledge and expertise that they have. They can come up to the whiteboard and draw pictures, share their knowledge about animals or insects and demonstrate their musical talents (Armstrong, 2018).

Learning about your Students' Multiple Intelligences

There is no doubt that all children are in possession of all intelligences and their nine intelligences can develop to a reasonable level of competence. Also, from early in life, children start demonstrating what Howard Gardner (1983) calls “proclivities” (or inclinations) toward certain intelligences. When they start school, most probably they have found ways to direct their learning strategies towards some intelligences than others and prefer to use the ones that are highly developed. However, he warns that most students’ strengths go beyond one area and teachers must not classify a child only under one particular intelligence (Armstrong, 2018, p. 28).

Table 2*Descriptions of Children's Capabilities*

Highly	Think	Love	Need
Linguistic	In words	reading, writing, telling stories	books, tapes, writing tools, paper, diaries, dialogue, discussion
Logical-Mathematical	By reasoning	experimenting, questioning, figuring out logical puzzles	materials to experiment with, Science materials, manipulatives, trips to science museums
Spatial	In images and pictures	designing, drawing, visualizing, doodling	art, LEGOs, video, movies, slides, imagination games, mazes, puzzles
Bodily-Kinesthetic	through somatic sensations	dancing, running, jumping, building, touching, gesturing	role play, drama, movement, things to build, sports, tactile experiences, hands-on learning
Musical	via rhythms and melodies	singing, whistling, humming, tapping feet and hands	sing-along time, trips to concerts, musical playing at home and school
Interpersonal	by bouncing ideas off other people	leading, organizing, relating, manipulating, mediating, partying	friends, group games, social gatherings, community events, clubs, mentors/apprenticeships
Intrapersonal	in relation to their needs, feelings, and goals	Setting goals, meditating, dreaming, planning, reflecting	secret places, time alone, self-paced projects, choices
Naturalist	through nature and natural forms	playing with pets, gardening, investigating nature, raising animals, caring for planet earth	access to nature, opportunities for interacting with animals, tools for investigating nature
Existential	through big picture such as life & death	philosophical discussions, asking question, predicting	creating their own stories about larger-than-life topics, motivated by learning concepts

Note. This table demonstrates nine ways of learning. Copyright 2018 by Armstrong.

Armstrong (2018) suggests that by observing students' misbehaviors, teachers can identify their highest developed intelligences. Those with developed linguistic

intelligences cannot stop talking, the strongest in spatial intelligences keep drawing and daydreaming most of the time, those who are socializing with most peers in class are strong in their intrapersonal intelligences and the Naturalist ones would secretly bring their pets to the classroom. Simply through their misbehaviors, the students are letting the teacher know how they learn. By applying Multiple Intelligences Theory in the language classroom, teachers could effectively tap into their students' strongest areas and direct them to where their learning preferences belong (Arnold & Fonseca, 2004).

This section discussed the definition of Multiple of Intelligences theory as well as its principles being used in learning and teaching. The MI theory basic foundations have been explained. This section continued to explore how teachers' developed intelligences affect their choice of strategies. Furthermore, ways to learn more about the students' intelligences were mentioned. The final section will discuss the implications of multiple intelligences in language learning as well as the advantages of implementing this theory in classrooms. These concepts would provide explanations to answer the research questions of: *How can language learners develop their multiple intelligences to become proficient language learners through classroom activities? What are ways to create a curriculum that includes both the traditional foundations of language teaching and multiple intelligences 'theory?*

Multiple Intelligences and Language Learning

There have been no debates on the concept of intelligence either in the realm of language teaching or in the general educational system. Recently, the papers that focused on this concept tried to deny its existence or criticized its foundation. Although the concept of intelligence had been avoided in the literature of second language learning, the

idea is now moving towards its inclusion in books and articles that highlight the importance of including intelligence in language learning and teaching in a more productive way (Akbari & Hosseini, 2008). Gardner's popular theory of intelligences led to MI-inspired instruction, for which many studies have been done to prove its effectiveness in education (Dolati & Tahiri, 2017).

Although many language educators were interested in the application of Gardner's MI principles in their classrooms, the model has been so recent that no aspects of it could be linked to any current language learning theory (Richards & Rodgers, 2001). However, Christison (1998) mentions that MI theory hasn't ignored the language of an individual not as an "added-on", but as a part of the whole life of the language learner. Language is considered as an indispensable part of other intelligences and not only limited to the "linguistic" intelligence with all its modes of communication. Even though some believe that language learning and use is related to "linguistic intelligence", the proponents of MI theory argue that there is more to language than what is normally linked to it. Rhyme, tone, volume, and pitch are more related to music than language therefore other intelligences are somehow interwoven into the means of communication that is called "language" (Richards & Rodgers, 2001).

Although there are no set goals for MI theory in language learning, it focuses on the language classrooms as an environment that provides the language learners with "a better designer of his/her own learning experience" through "a series of "educational support system". Such language learners would be more "goal-directed" and "happier persons" than their peers in a traditional classroom (Richards & Rodgers, 2001, p. 118).

Incorporating Multiple Intelligences in Language Classrooms

Although foreign language teaching has never been directly mentioned in Gardner's theory of Multiple Intelligences, it has been used in language classrooms successfully. The usefulness of this theory in language classrooms showed positive results with learners from different backgrounds, ages and capabilities. Botwina (2010) believes that:

When MI is used in a foreign language classroom, it allows each student to draw from their own strengths to approach learning and creates an opportunity to learn a foreign language in a meaningful context wherein verbal intelligence is practiced in combination with other intelligences. (p. 17)

As a result of implementing a variety of MI theory strategies, learning and teaching is improved in ESL classrooms (Ghamrawi, 2014). Ghamrawi conducted research in preschool classes where the educators developed their own curriculum to examine learners' vocabulary acquisition based on MI theory. The results showed a positive relationship between learners' vocabulary retention and the use of MI strategies in ESL classrooms (Ghamrawi, 2014).

Wallace (2010) asserts that current methods used in teaching foreign languages would be changed when Gardner's theory of Multiple intelligences is applied. The pace of language acquisition is also affected when this theory is used in learning a second language. Therefore, "miscommunications" and "problem of language barriers" that result from language differences may become less (Wallace, 2010, p. 4). Based on Gardner's theory of Multiple Intelligences, all human beings are in possession of the nine different intelligences that offer better understanding of their learning differences and

address those differences to help develop them effectively. The second language that is based on MI theory considers learners as having a holistic nature as well as being diverse. Different techniques and strategies that the teachers use would be helpful in holistically developing each student (Arnold et al., 2004). As the teachers of second language try to change their teaching strategies with the popularity of Gardner's Multiple Intelligence theory, they would be asking the following questions as they plan their lessons for their language classes (Armstrong, 1994).

Table 3

Questions to be Asked in Planning Lessons Incorporating the MI Theory

Intelligences	Questions to be asked
Linguistic (How can I use the spoken or written word?)	
Logical-Mathematical (How can I bring in numbers, calculations, logic, classifications, or critical thinking?)	
Spatial (How can I use visual aids, visualization, color, art, metaphor, or visual organizers?)	
Musical (How can I bring in music or environmental sounds, or set key points in a rhythm or melody?)	
Kinesthetic (How can I involve the whole body, or hands-on experiences?)	
Interpersonal (How can I engage students in peer or cross-age sharing, cooperative learning or large group simulation?)	
Intrapersonal (How can I evoke personal feelings or memories, or give students choices?)	
Existential (How can I provide opportunities to ask “why”?)	

Note. This table demonstrates lesson planning questions. Copyright 1994 by Armstrong.

Wallace (2010) concludes that a teacher may implement the Multiple Intelligences Theory in lessons that are intended to be taught to adult foreign language learners. To

determine how to incorporate MI principles in a language classroom will be the same as any other subject areas. It is fair to say that “as long as the teacher realizes the uniqueness of each of the learners, employing MI theory would make their learning experience more fulfilling and would make learning easier for diverse students” (pp. 5-6). The following list describes various techniques and materials that could be used in the multiple intelligence classroom.

Teaching for Linguistic Intelligence:

- Teaching activities (Examples): lectures, discussions, word games, storytelling, choral reading, journal writing,
- Teaching materials (examples): books, audio recorders, stamp sets, audio books, word processing software,
- Instructional strategies: read about it, write about it, talk about it, listen to it,
- Sample educational movement (Primary Intelligence): critical literacy,
- Sample teacher presentation skill: teaching through storytelling,
- Sample activity to begin a lesson (Anticipatory Set): long, unfamiliar word on the blackboard.

Teaching for Numerical/Logical Intelligence:

- Teaching activities (examples): brainteasers, problem solving, science experiments, mental calculation, number games, Socratic teaching,
- Teaching materials (examples): calculators, math manipulatives, science equipment, math games,
- Instructional strategies: quantify it, think critically about it, put it in a logical framework, experiment with it, find logical patterns in it,

- Sample educational movement (Primary Intelligence): critical thinking,
- Sample teacher presentation skill: Socratic questioning,
- Sample activity to begin a lesson (Anticipatory Set): a logical paradox.

Teaching for Visual Intelligence:

- Teaching activities (examples): visual presentations, art activities, imagination games, mind mapping, metaphor, visualization,
- Teaching materials (examples): graphs, maps, video, connector sets, art materials, optical illusions, photography, picture library,
- Instructional strategies: see it, draw it, visualize it, color-code it, mind-map it, make a video of it, take a photo of it,
- Sample educational movement (Primary Intelligence): expressive arts instruction,
- Sample teacher presentation skill: drawing/mind-mapping concepts,
- Sample activity to begin a lesson (Anticipatory Set): unusual or funny picture or photo on the overhead.

Teaching for Kinesthetic Intelligence:

- Teaching activities (examples): hands-on learning, drama, dance, sports that teach, tactile activities, relaxation exercises,
- Teaching materials (examples): building tools, clay, sports equipment, manipulatives, tactile learning resources,
- Instructional strategies: build it, act it out, touch it, dance it, fix it, hold it, invent it,
- Sample educational movement (Primary Intelligence): maker movement,
- Sample teacher presentation skill: using gestures/dramatic expressions,

- Sample activity to begin a lesson (Anticipatory Set): mysterious artifact passed around the class.

Teaching for Musical Intelligence:

- Teaching activities (examples): rhythmic learning, rapping, singing, using songs that teach,
- Teaching materials (examples): audio recorder, audio music collection, musical instruments,
- Instructional strategies: sing it, rap it, listen to it, chant it, play it, dance to it,
- Sample educational movement (Primary Intelligence): Orff Schulwerk,
- Sample teacher presentation skill: using voice rhythmically,
- Sample activity to begin a lesson (Anticipatory Set): relevant background music as students are coming into class.

Teaching Interpersonal Intelligence:

- Teaching activities (examples): cooperative learning, peer or cross-age tutoring, community involvement, social gatherings, simulations,
- Teaching materials (examples): board games, party supplies, props for role-plays, social spaces, social media,
- Instructional strategies: teach it, collaborate on it, interact with respect to it,
- Sample educational movement (Primary Intelligence): collaborative Learning,
- Sample teacher presentation skill: dynamically interacting with students,
- Sample activity to begin a lesson (Anticipatory Set): ask students to turn to a partner and share what they know about the objective for that day.

Teaching for Intrapersonal Intelligence:

- Teaching activities (examples): individualized instruction, independent study, electives, self-determination skill building,
- Teaching materials (examples): use of self-checking materials (e.g., answer key), personal journals, materials, and/or equipment for project-based learning,
- Instructional strategies: connect it to your personal life, make choices about it, reflect on it, become emotionally engaged with it,
- Sample educational movement (Primary Intelligence): individualized instruction,
- Sample teacher presentation skill: teacher sharing stories of own life to make an emotional impression,
- Sample activity to begin a lesson (Anticipatory Set): ask students to personally reflect on a key idea for the lesson.

Teaching for Naturalistic Intelligence:

- Teaching activities (examples): nature study, ecological awareness, care of animals, gardening,
- Teaching materials (examples): plants, animals, naturalists' tools (e.g., binoculars), gardening tools,
- Instructional strategies: connect it to living things and/or natural phenomena and systems,
- Sample educational movement (Primary Intelligence): ecological studies,
- Sample teacher presentation skill: linking subject matter to natural phenomena,
- Sample activity to begin a lesson (Anticipatory Set): an unusual plant, rock, shell, bone, insect, or animal to spark discussion.

Teaching for Existential Intelligence:

- Teaching activities (examples): internet, creative writing, astronomy, and journals,
- Teaching materials (examples): telescopes and computers,
- Instructional strategies: connect it to the meaning of life and significance of life and death,
- Sample educational movement (Primary Intelligence): physics and astronomy,
- Sample teacher presentation skill: linking the topic to life or philosophical issues,
- Sample activity to begin a lesson (Anticipatory Set): telling an out of this world (fiction) story. (Armstrong, 2018)

The ELs come to language classrooms not only with different racial, social and educational backgrounds but also different developed and underdeveloped intelligences. Creating an efficient learning environment might not be as challenging if the ELs are considered as whole individuals. When the multiple intelligences theory is embedded in instructional activities of language classrooms, the ELs are able to take advantage of their developed intelligences as well as practice to develop the ones that are underdeveloped. By developing each of the nine intelligences in language classrooms, the ELs will be able to expand their capabilities to everyday life as well as different subject areas. The discussed sections in this literature review contributed to the research questions of *How can language learners develop their multiple intelligences to become proficient language learners through classroom activities? What are ways to create a curriculum that includes both the traditional foundations of language teaching and multiple intelligences theory?*

Summary of Literature Review

The literature of the above sections explained who the English language learners are, different models of ESL teaching, the factors affecting their academic development, the challenges they face as compared to their monolingual peers, what multiple intelligences theory is and how it influence educators' teaching strategies and they ways students' inclinations can be detected. The benefits of implementing multiple intelligences' principles in language classrooms for educators and language learners were also mentioned. Some outside factors such as poverty and lack of parent involvement that contribute to EL's underachievement gap as well as ways to improve the process have been explained. The ELs' challenges are not always related to their lack of English proficiency, but the ways the materials are presented to them. Understanding the fact that language learners have different educational, cultural, and social backgrounds — as well as multiple inclinations to learning — makes the adaptation of a whole person approach to teaching much easier. The research has shown that, unlike the old one size fits all teaching methodology, applying all Gardner's Multiple Intelligences theory will enhance learning in language classrooms effectively.

The Gap. Although there has been research on how implementing a cognitive theory like multiple intelligences can help ELs' language development, there hasn't been a research that stated how the four traditional skills reading, writing, speaking and listening can be targeted individually in each of the intelligences of Gardner's theory in conjunction with four key language uses "Narrate, Inform, Explain, and Argue" (WIDA, 2021, p. 25). The capstone project will focus on language for social and instructional purposes (WIDA standard 1) which covers a broader scope, and it can be applied better

than the other four WIDA ELD Standards Statements that relate to more specific learning areas such as math, science, social studies and language arts. Students learn through communication to express their needs, to acknowledge their own identities, and to establish and maintain relationships (WIDA, 2021). This capstone project will have core lessons that will focus on activities that target each of Gardner's nine multiple intelligences that focus on different skills and expand the language proficiency through key language uses as well. An English story book for intermediate ELs on immigration will be used as the main material for teaching and learning and the ELs will be given different activities based on all the intelligences. The capstone project will focus on Language for social and instructional purposes (ELD-SI) and the lessons will be described more in depth in Chapter Three. Using strategies that tap into different EL's intelligences to develop their language proficiency would be used across content areas and some examples of them will be mentioned in the next chapter. The objective of each lesson will be on understanding the language of social and instructional purposes through four traditional skills of language learning where linguistic, and cultural backgrounds and identities of ELs are accounted for.

Conclusion

The purpose of this literature review was to answer the following research questions: *How can language learners develop their multiple intelligences to become proficient language learners through classroom activities? What are ways to create a curriculum that includes both the traditional foundations of language teaching and multiple intelligences theory?* The literature described different ways that ELs could develop their language proficiency through the principles of multiple intelligences theory.

It was concluded that using multiple intelligence theory in language classrooms which consider the EL as having different inclinations would benefit the ELs greatly. More details on my capstone project will be provided in Chapter Three. Also, the reason behind this research will be presented based on my personal and professional experiences. In addition, Chapter Three will include the audience, educational setting, instructional strategies, and possible assessments. The unit describes ways to support the ELs in developing their multiple intelligences to increase their language proficiency levels.

CHAPTER THREE

Project Description

Introduction and Rationale

I studied the multiple intelligences theory and its effect on the English language, learning to help my English learners develop their language proficiency skills through practicing their various intelligences. I learned English through the traditional methods of rote learning, repetition, and memorization. As I started teaching, I realized that there are more authentic approaches to teaching and learning English. I consider my students as whole individuals who come to the classroom with different talents and capabilities. Incorporating the principles of multiple intelligences theory could be a great start to change the way the English learners learn the fundamental skills of the English language.

As an English as a second language (ESL)/English as a foreign language (EFL) teacher for the past few years, I witnessed the struggles of my English learners to become proficient language learners and I realized that they need more than what we offer them in the classroom. Each of these students have different capabilities that the teaching methods need to target to steer them at the correct language learning path. Therefore, in this project, I created a unit focusing on developing skills of listening, speaking, reading, and writing through implementing the strategies of multiple intelligence theory to answer the two research questions of: *How can language learners develop their multiple intelligences to become proficient language learners through classroom activities? What are ways to create a curriculum that includes both the traditional foundations of language teaching and multiple intelligences theory?*

This project capstone includes a curriculum unit which is described in the

sections of introduction and rationale along with the research questions. First, the project description section explains the theory behind the creation of this curriculum unit, as well as the framework of Understanding by Design which influenced the planning on the unit. Next, the setting and audience mentions that this unit is targeted for high school intermediate-level English learners (ELs) in a sheltered English classroom. Later, the unit outcomes and overview explain the different lessons for the whole unit as well as effective instructional strategies based on multiple intelligences. Finally, formative and summative assessments are being described in the assessment section along with the research theory of multiple intelligences and materials needed for each lesson of the unit.

Project Description

I plan to teach the vocabulary of immigration as well as the regular and irregular form of past tense, key language features of cause-and-effect such as *because, since, so that, as a result or, therefore*, adverbial clause of time such as *before, after, while and when*, and the language of compare-and-contrast such as *similar to, compared with, different from, and on the other hand* through the multiple intelligences inspired activities. The ELs have a story book on immigration as the context for teaching and learning. The unit focuses on different content and language objectives for each lesson. The ELs are going to expand their abilities through the activities that focus on each of their intelligences every day. The unit focuses on 9-12 social studies standards as well as standards of language arts. The ELs learn how to describe, narrate, and explain events using the regular and irregular forms of the past tense, language features of cause and effect, adverbial clause of time, and the key language features of compare and contrast. Incorporating the activities based on the multiple intelligences which tap into their unique

intelligences will give the ELs the opportunity to learn these important concepts through various means. Each learner has one or several intelligences that are more advanced than the others, and they can expand on the ones that are underdeveloped through different activities used.

There are four lessons that focus on the vocabulary of immigration as well as four different English language objectives. These lessons can be taught over a period of days or weeks depending on the number of ELs in the program and their English language development. The intended activities for each lesson are inspired by multiple intelligence principles. The first lesson contains a pre-assessment on immigration vocabulary and past tense verbs to check how much students already know and the formative assessment at the end of the lesson determines how much they progressed. This lesson focuses on the vocabulary words of immigration such as immigration, refugee, refugee camp, departure, travel, moving, and journey followed by using and forming regular and irregular forms of past tense. The second lesson includes a pre-assessment on the cause-and-effect language features such as because, since, so that, as a result or, therefore. This lesson continues to explore the key language features of cause-and-effect through different multiple intelligences instructional activities.

The third lesson contains a pre-assessment on adverbial clauses of time such as before, after, while and when to measure the EL's prior knowledge. The goal of this lesson is to explain different actions using the adverbial clauses of time such as before, after, while and when. The fourth lesson includes a pre-assessment on the language of compare and contrast such as similar to, compared with, different from, on the other hand. The ELs will analyze and explain ideas using the signal words of compare and

contrast such as similar to, compared with, different from, on the other hand through various activities. The students have a copy of the story of “*Brothers in Hope*” to give them a context to work on the concepts and activities. Each lesson will conclude with one or two formative assessments to measure the EL’s understanding of the presented materials. The summative-assessment will be on their choice story of immigration. They decide to create, write, or retell the immigration story of themselves, a friend or a family member.

Relevant Standards

The capstone project includes a unit on regular and irregular forms of past tense that is taught through a leveled short story on immigration which is related to the content of social studies. The 9-12 Minnesota state language arts standard contains the English grammar and usage of writing or speaking that can help the ELs with using regular and irregular forms of past tense. The following tables show the 9-12 Minnesota state standards (Minnesota Department of Education, 2010, 2020).

Table 4

K-12 Minnesota State Social Studies Standard, 2020

Social Studies K-12
Social Studies Language
19.9.6 Use primary sources in order to understand the experiences of immigrants to the United States and use secondary sources to understand how immigration and internal migration changed the demographic and settlement patterns of the United States population.
Use precise language and domain-specific vocabulary to inform about or explain the topic

Note. This table demonstrates the K-12 Minnesota State Social Studies Standard.

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Table 5

9-12 Minnesota State Language Arts Standard, 2010

Language Arts 9-12
Language Usage
<p>9.12.11.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Form and use regular and irregular verbs. (e.g., walked, traveled, born, came) b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<p>9.12.3.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>
<p>9.13.9.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>

Note. This table demonstrates Note. This table demonstrates the K-12 Minnesota State Language Arts Standard. Copyright 2010 by Minnesota Department of Education.

Framework

Theory of Multiple Intelligences

My capstone project is based on the theory of Multiple Intelligence which was introduced in 1983 by Howard Gardner in his book, *Frames of Mind*. He believes that the nine intelligences of visual-spatial, linguistic-verbal, interpersonal, intrapersonal, logical-mathematical, musical, bodily-kinesthetic, and naturalistic, existential are lifelong learning tools (Campbell et al., 2004). My project includes activities that are influenced by these intelligences. Although today's instruction is more focused on targeting different

learning styles, the holistic approaches to instruction and assessment tap into different capabilities of learners. As the schools focus on more integrated and holistic approaches to curriculum and teaching, adaptive models such as multiple intelligences have been developed (Fogarty & Stoehr, 2008).

The curriculum unit in this research focuses on all nine intelligences. The included activities tap into all intelligences either the ones that are already developed or the ones that are less developed for each learner. For example, those ELs who are more visual can be reached by using visuals like pictures, posters, and videos or those who are more naturally developed can learn deeper by talking about animal migration patterns. Tamilselvi & Geetha (2015) believe when multiple intelligence theory is integrated into the planning, teaching and assessment, EL teachers can find a better understanding of the content as compared to the traditional teaching style of adopting one method for the whole class of learners with various intelligences.

My ELs come from different racial, language, and social backgrounds which inspired me to investigate Gardner's theory as a model to implement in a language classroom. His theory considers learners as whole individuals with various capabilities that can be developed through practice in the classroom. Although Gardner's theory did not directly describe ways of learning and teaching English language, it basically includes what good teachers have always done in their teaching practices of moving beyond textbooks and the blackboard to develop students' capabilities (Armstrong, 2018).

Multiple Intelligences Teaching Methods

There are numerous teaching tools in MI theory that are different from the traditional teacher-centered mode of teaching (Armstrong, 2018). Campbell et al. (2004) recommend that the educators pick two or three intelligences to focus on after choosing their particular content idea. This way the learners have a variety of opportunities to gain knowledge and the teachers are challenged to utilize new methods to present the materials. In this project, the ELs practice their nine intelligences every day through activities that are inspired by the theory of multiple intelligences.

Understanding by Design

The other framework that guided the design of this curriculum unit is Understanding by Design (Wiggins & McTighe, 2011). The main objective of the understanding by design framework is to consider the outcome of instruction. This framework supports the planning of multiple intelligences integrated lessons that help the ELs understand the language of past tense, cause-and-effect, adverbial clause of time and compare and contrast. Later, the ELs use their learning to write and speak about immigration and their stories. By the three stages of the “backward-design” process, I determined the required results of each language objective, the kind of evidence that should be seen to prove that they developed in each language objective, and my planning on how this goal is achieved (Wiggins & McTighe, 2011).

Setting and Audience

This capstone project focuses on creating a curriculum unit which will be used in an ESL classroom. The setting will be a sheltered English classroom for intermediate level of high school students of 9-12 grades where all the language proficiency skills of

listening, speaking, reading, and writing will be targeted. The students for this project will be students with different home languages. Although the unit focuses on 9-12 standards, other educators in other grade levels with ELs in their classrooms can implement this curriculum unit to ensure their learners comprehend the different language objectives targeted in these lessons.

Unit Outcomes and Overview

This project's long-term goal for the ELs is to develop their multiple intelligences to become proficient language learners in all four domains of language learning. I also try to help them apply the language knowledge that they acquired to other subject areas as well as their daily life activities. For example, in social studies, history and science, they need to be able to use the past tense of verbs to talk about events, experiments or social activities that happened in the past or compare the results. They are going to be able to comprehend the language of the past tense, compare-and-contrast, adverbial, and cause-and effect. In addition, they describe their life events such as their immigration stories using adverbial clauses of time as well as the effects it had on their lives. As the ELs develop their multiple inclinations through the MI inspired activities, they will be able to understand and describe various concepts that they are exposed to.

The unit is based on a short story which works as the context for the lesson planning. The context is about an immigration story that lines with social studies standards. The ELs studied the related vocabulary of immigration in a previous unit, so that they have the required knowledge to comprehend the text and use the vocabulary for different future activities. The main objective of the lessons is the understanding of different language functions of past tense, cause-and-effect, adverbial clauses of time,

and compare-and-contrast through multiple intelligences inspired activities which would expand their various intelligences in the process as well as expanding the four domains of language learning skills.

First, the focus will be on reading the short story “*The Lost Boys of Sudan*” by Mary Williams to comprehend the text with the help of the vocabulary that they studied in the previous lesson. I also like the ELs to get a sense of the story which is told in the language of past tense to be able to recognize it when read or heard. Later, I like them to use the language of past tense, cause-and-effect, adverbial clauses of time, and compare and contrast as well as the vocabulary of immigration through various MI inspired activities that would guide them in using the language in different domains of listening, speaking, reading, and writing.

I plan to give a pre-assessment before I start each lesson to have a better understanding of how much the ELs know, how to direct my instruction and activities, and where to focus more. I put together a test that targets all four domains of language learning as well as all the language functions that are being taught.

Instructional Strategies

To develop a unit based on multiple intelligences principles, all the EL’s intelligences are accounted for. Each student learns best in their more developed intelligences; however, they will be exposed to activities that might be more challenging for them as well. These challenges help the ELs develop all their capabilities through activities that target each of their nine intelligences. Language learning through the MI instructional strategies makes it possible for the ELs to be more involved in the learning experiences

Assessments

This project includes assessments that provide information from the pre-assessment to see how much the ELs already know about different language objectives before starting each lesson. Armstrong (2018) asserts that in a multiple intelligences inspired classroom, the assessment must be restructured to assess the learner's progress. Its methodology goes beyond the standardized or other formal types of tests such as multiple-choice or fill-in-the-blank tests and measures students' comprehension of material more in depth (Armstrong, 2018).

Pilot Assessments

I created informal pilot assessments as a part of this project that targets some of the intelligences described in the multiple intelligences theory to include all the ELs' inclinations in testing as well. The purpose of these assessments are to understand how much the ELs know about different language objectives of each lesson and finally compare the results with the summative assessment to measure the learners' development.

Formative and Summative Assessments

Multiple intelligences theory supports the implementation of both formative and summative assessments. The tests must only be used to determine the progress of each student without comparing them to meet their needs and help educators adjust their pace and strategies. In this project, the progress of the ELs is measured by short quizzes or oral interactions with the teacher at the end of each lesson. For the summative assessment, students will create their personal narratives either written or visual that reflect their experiences immigrating to the United States. Students will include and describe their

setting and characters. Students will use past tenses of verbs, adverbial clauses of time, cause-and-effect, compare-and-contrast, and a variety of sentence structures using different functions of the English language.

Project Timeline

The development of this project started in February 2022 and will conclude in August 2022. As I learned English as a second language, I am familiar with the challenges in the process. It is proven that not all language learners acquire the language in the same way. Although the cognitive processing for each learner is different, the ways that they learn the language are different as well. At the beginning of this semester, I started to reflect on a topic that is personally important to me and would be beneficial to the EL population. I began to do research on multiple intelligences and its implementation in English language classrooms to target the intelligences of all learners to develop their skills of listening, speaking, reading, and writing. By the end of this month, I will complete my first three chapters of this capstone project to clearly understand how to create the project. As I researched more, I realized that I have an opportunity to develop the proficiency of the ELs in all four domains of language learning skills through the classroom activities, and for the outcome I focus on all domains of language learning skill. I will develop my unit project in summer 2022 which focuses on social studies and language arts standards of 9-12 with a short story on immigration as a context. It is a leveled reader for ELs' intermediate level. The intended materials and activities for ELs in this curriculum unit will be included in the summer of 2022.

Conclusion

In this chapter, I provided an overview of my capstone project and explained its rationale. The frameworks, setting, audience, and outcomes were explained to give a better idea of what the project will consist of. This chapter included instructional strategies and different assessments, as well as research theories that inspired the idea behind this capstone project. The project outcome and overview section provided the desired outcome of this project. Chapter Four is a reflection on the process involved in creating this project which focuses on the research questions: *How can language learners develop their multiple intelligences to become proficient language learners through classroom activities? What are ways to create a curriculum that includes both the traditional foundations of language teaching and multiple intelligences theory?*

CHAPTER FOUR

Conclusion

Introduction

I created a curriculum unit focusing on developing skills of listening, speaking, reading, and writing through implementing the strategies of multiple intelligences theory to answer the two research questions of: *How can language learners develop their multiple intelligences to become proficient language learners through classroom activities? What are ways to create a curriculum that includes both the traditional foundations of language teaching and multiple intelligences theory?* To answer these questions, I mentioned the reasons behind this research based on my personal and professional experiences. I also described various ways that the English learners (ELs) can develop their language proficiency through the principles of multiple intelligences theory in the review of literature. After reviewing the literature, I created a social studies unit based on a short story that would help ELs develop their English language skills through the activities inspired by multiple intelligences theory. The intelligences developed can go beyond language classrooms and be used across content areas.

What I learned through this capstone project as a researcher and designer of a unit with activities inspired by multiple intelligences theory in an English classroom is described in this chapter. A brief review of the literature that supported my research questions is also included. I examine the implications and limitations regarding this project. This chapter includes a summary of related research projects, and I explained how I applied the results to my teaching. Lastly, I describe how this capstone project was beneficial to the teaching and the ELs.

Capstone Reflection

As a part of this capstone project, I reflected on my professional and personal growth. As I started out planning the unit, I had many different ideas on how to approach the activities that are inspired by multiple intelligences theory. I found books that focused on creating curriculum units through multiple intelligences across content areas, but my main focus was on ELs. However, the books gave me solid ideas on how to base my lessons and helped me how to create a unit that builds on each other. I chose the book “Brothers in Hope” with the theme of immigration and war to create my lessons based on it. I found different language functions that were useful to ELs and created the lessons. Each lesson focuses on covering one language function followed by multiple intelligences inspired activities that each contain formative assessments as well. I decided to include only one textbook so that the ELs read the textbook multiple times to comprehend the text and the language functions better each time. The theme of the textbook was very relevant to the lives of many ELs in the classroom and I believe that the ELs connect with the boys' experiences easier.

Regarding my personal growth, I realized that creating a unit was easier than I thought. During my teaching years, I used teacher guides or materials from books or online. As I started writing the first lesson, writing the others went smoothly because the ideas became more tangible, and the process of moving on to the next lessons became less challenging. I also became more confident in creating new and different lessons when a curriculum was not readily available. I believe that I can create lessons that include new concepts from different content areas, such as science and math. The engaging activities that I created based on multiple intelligences theory, the state

standards, and my experiences would help the ELs develop their language skills in specific content areas. Working on this capstone project made me realize that working with co-workers to meet the needs of ELs is very essential and creating activities based on multiple intelligences theory make it easier to plan units ahead.

Major Learnings

As I developed the lessons inspired by multiple intelligences theory, I realized that there are many ways to help ELs develop their English language skills. The textbook that I chose was considered a social studies unit on immigration, but the language functions that were targeted are used across different content areas. In science, the students need to compare and contrast the results using keywords that will answer questions like: “does the kind of water (fresh or salt) affect how long it takes an ice cube to melt?” The answers to this question require the use of keywords of *unlike*, *similar*, or *the same*. For language arts, we often use the past tense of the verbs either regular or irregular, such as: “what did you do on the weekend?” For math, the language of problem solving is essential for ELs. They need the keywords of cause-and-effect such as *since*, *therefore*, and *because* to explain the solution. Here is an example of an equation: “Anna has 24 pencils which is 8 fewer than Julio has. How many pencils does Julio have?” The teacher tries to explain the problem like this: "Here's Anna's 24." Then, the teacher draws 24 pencils to show 24. "Here's Julio's; he has more *because* Anna has fewer than he does". She draws 24 pencils to represent 24 and add 8 more. "So Julio has more than 24. How many more? 8. So what is Julio's total? 32."

Connections to Literature Review

As a researcher, I learned that there are many factors, including personal, educational, racial, and geographical factors, that affect the EL's language learning process. According to the National Center for Education Statistics (2022), the percentage of students in the United States' public schools who were English language learners (ELLs) was higher in fall 2018 (10.2 percent, or 5.0 million students) than in fall 2010 (9.2 percent, or 4.5 million students). Every year, new groups of EL come to the United States from different parts of the world that need to be accounted for. In this process, the teachers need to consider each student as a unique individual who possesses multiple developed and underdeveloped intelligence that they bring to their classrooms.

Howard Gardner's Multiple Intelligences theory worked as the main framework in creating my curriculum unit. Although the theory is not used for determining which intelligence a person possesses, it helps in developing all nine by proper activities (Armstrong, 2018). In addition, all the nine intelligences work together and there is no single intelligence that works on its own in real life. There is always an interaction among the intelligences (Gardner, 2006). Considering Gardner's emphasis, I planned activities that focus on a particular intelligence but include other intelligences to have the task completed. In this regard, all or a few language skills such as speaking, reading, writing and listening are targeted. For example, to find the past tense verbs, the ELs need to read the textbook (linguistic intelligence), simply follow the instructions (number/logic intelligence), mention them in their groups or class (interpersonal Intelligence), and eventually create their own narrative (intrapersonal intelligence). Also, going beyond the

traditional ways of teaching a new language encouraged many language teachers to model multiple intelligences theory in their classrooms.

After reviewing the literature, I learned that it is essential to connect instruction and the curriculum to students' lives where their community, home, and school experiences are included. Connecting education to the EL learners' lives closes the gap between the community's dominant language and EL's home languages (Rodgers, 2002). I chose a book that narrates the story of war and immigration and most of the ELs can relate to the experiences. As the ELs make the connections, the previously learned materials become stronger and make the new knowledge easier to acquire. Also, using activities that are relevant to EL's lives, home and community leads to stronger retention and comprehension. These activities introduce the concepts in a way that are more in line with the ELs perceptions (Hamayan et al., 2013).

Another connection I made with the literature review was related to one of the traditional language skills of speaking. According to communicative competence theory, which was introduced by Hymes, the speaker needs to have the knowledge of both the language and culture. Some engaging and meaningful activities such as role play, class discussion, interviews, and cooperative learning which as based on communicative competence approach were used in this curriculum unit for the ELs (Wright, 2015). When it comes to the listening skill, the ELs need to learn strategies to enhance understanding by processing linguistic input, when they use context and background knowledge to build an abstract framework for understanding, they are using a top-down process. Listeners use bottom-up processes when they gradually combine larger units from words up to discourse-level to create meaning (Vandergrift, 2004). Watching videos and movies on

the same topic as their textbook makes it easier for them to listen for the ideas that are familiar and eventually more understandable. Also, to develop the EL's reading skill, teachers need to provide different sources to create background knowledge regarding a specific topic. If the ELs are asked to write about their immigration story or war, reading books with similar topics will give them the required background knowledge as well as the desired language structure and function (Wright, 2015).

Professional Significance

This capstone project is significant because it has the potential to help ELs in developing their English language skills through activities inspired by multiple intelligences theory. The activities in each lesson are labeled to focus on one intelligence, however, the lessons involve a few different intelligences. In addition, each activity targets one or two language skills to make it more engaging and fun to complete. The ELs in sheltered English classroom benefit from learning regular and irregular past tense forms (e.g., walked, traveled, born, came), adverbial clause of time such as *before*, *after*, *while*, and *when*, the cause-and-effect language features such as *because*, *since*, *so that*, *as a result or*, *therefore*, and language of compare-and-contrast such as *similar to*, *compared with*, *different from*, *on the other hand*. Learning, using and forming these language features can go beyond language classroom and become a part of their everyday language both at their schools and everyday lives.

Implications. My capstone project has several implications in the areas of ELs from different home languages, ESL teachers, other content area teachers, and the development of English language proficiency through multiple intelligence theory. The most important implication is that the ELs have an active role in their learning where they

are always engaged in the process and all their inclinations are involved. Their nine intelligences are constantly involved in each activity not only to develop their language proficiency but also their underdeveloped intelligences. Also, they have the opportunity to expand their four language skills of listening, speaking, reading, and writing through discussion, interviews, journal taking, drawing, making posters, charts and graphs. This capstone project needs the support of EL teacher, and paraprofessional in supporting the ELs with their English language development. This unit can also be modified to be used in different grade levels of language proficiency. The textbook is also chosen based on the proficiency level of the particular ELs population and can be replaced for other language proficiency levels.

Creating this unit gave me different ideas on how to expand the multiple intelligences inspired lessons beyond the language classrooms. The EL teacher can collaborate with art, music, and gym teachers for the activities that are intended to develop musical, spatial, and bodily-kinesthetic intelligences. In addition, the teacher in other content areas can adopt the multiple intelligences framework to create their own lesson plans with the help of the EL teacher to both introduce and reinforce the materials covered in different classes.

Limitations. I came across a few limitations when I was creating this unit. Ideally, the activities in each lesson are intended for the sheltered EL classroom with a limited number of students. Otherwise, the EL teacher needs the support of a paraprofessional. Managing some of the activities such as interpersonal activities which happen in small groups might be difficult to manage because the teacher needs to

circulate the room to check on each group. Also, this unit can be modified to accommodate the EL classroom depending on the class size.

Another limitation I thought of as I was creating the unit was how to include activities that target all the nine intelligences in one session. Since I created this unit for an EL classroom, the four traditional skills of listening, reading, reading, and writing had to be included. This way, one or two activities can be done in one day to achieve the purpose of developing the intended skills as well. In this unit, the ELs are asked to draw, create, write, and interview regarding their immigration story. They drew a landscape from their home country, and they needed to share with the classroom. It was more beneficial and encouraging if they had enough time to present their drawing and explain it. If the class time is only spent on the activities, the ELs will not have time to share. On the other hand, it came to my attention that the activities might become boring if we go over activities that cover all nine intelligences and no time will be left to assess and reflect.

Future Steps

I would like to implement this unit in my own classroom to determine the language development of my ELs first. The pre-assessments which are followed by different activities after each lesson are ways to show the degree of the ELs achievement. Science, math, gym, and music teachers can adopt the templates from this unit to develop their lessons in order to reinforce the language of past tense verbs, cause-and-effect, adverbial clauses of time, and compare-and-contrast. I plan to share this unit with other EL teachers and educators in different content areas who are interested in conducting their instructions through multiple intelligences theory.

Conclusion

Before creating this unit, my biggest challenge was considering how to help ELs develop their language proficiency through more engaging and creative ways that would benefit them not only at school but also throughout their everyday lives. I also considered the kind of language functions that they would need to learn that would help them in different content areas. This guided me to my research questions: *How can language learners develop their multiple intelligences to become proficient language learners through classroom activities? What are ways to create a curriculum that includes both the traditional foundations of language teaching and multiple intelligences theory?*

I explored my personal and professional journeys throughout this capstone project and expanded my vision on ELs and their language proficiency development. Reviewing literature on ELs' learning and their challenges helped me in developing four engaging lessons that will support their needs in a creative way. My research on multiple intelligence theory and its implications in education broaden my view on a new way of creating lessons that go beyond the traditional ways of teaching a new language. Creating this unit helped me in understanding how to support ELs in developing their language skills through a new framework. My expectations of the unit outcomes, lessons, assessments were determined before developing each lesson.

In this chapter, I reflected on what I learned from creating my capstone project and how it connected to the literature review. I also included my personal and professional growth as I created this unit. After completing this unit, I explored the implications and limitations which helped me to explain future steps that I would like to take involving this capstone project. If I can support my colleagues, as well as the

students with the unit, then I have succeeded. I am confident in the knowledge that I gained from creating this unit, because I will be able to use what I learned along the process in my ESL classroom.

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