

## *Original Paper*

# Pluralization, the Key to Successful Teaching in Many Different Ways

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### **Abstract**

*Different theorists have perceived learning from different perspectives. It is true that learners show diverse learning capabilities and it becomes essential that educators harness the most from this potential. This paper investigates various approaches for maximizing plural intelligences and their impact on learning styles and capabilities of learners in classes. Students perceive content differently based on their individual learning styles and preferences. This makes it imperative for teachers to consider learners not as having single type of intelligence but rather as having multiple intelligences. Educators, therefore, need to be aware of learner needs and pay attention not only to their learning styles but also to their achievements and progress in classrooms. Multiple Intelligences theory by Harvard Professor Howard Gardner in 1983 contradicted the standard approach of measuring intelligence with a single perspective. He explained that learners possess different forms of intelligences and apply them in more than one way to interpret information, solve problems and create things (Gardner, 1993). This paper emphasizes on the implementation of multiple intelligences theory in the context of teaching English as a second language. It focuses on the need to implement differentiation in offering help to learners. It also discusses different types of approaches and activities linked to those approaches to help teachers implement differentiated instruction based on multiple intelligences. While implementing this multiple approach to learning educators also need to understand the importance of creating a balance between student centric approach and teacher led approach in offering options for learning. Finally, the paper also highlights potential issues faced by educators, recommendations and conclusions about the implementation of the multiple intelligences approach.*

### **Keywords**

*multiple intelligences, second language, learning styles, language learning*

## 1. Introduction

Learners are different in their learning preferences and bring their own experiences to classroom. It is a teacher's responsibility to explore those preferences and utilize them to maximize their learning experiences. They should not only focus on the differences in their styles but also on the differences in their intelligences (Dunn, 2000). Teachers should focus not only on learning preferences of their students but also try to focus their lesson planning based on different intelligences that their students are blessed with. At the same time it is very crucial that teachers focus on a student-centered approach rather than a teacher led approach to make their students more confident and independent which will prepare them to be better learners and make them more prepared for the life that is waiting out there for them.

Dr Howard Gardner introduced his Multiple Intelligences theory for the first time in 1983 and proposed that there's no single intelligence or learning style amongst learners, but that they are bestowed with multiple intelligences and varied learning preferences. He initially introduced seven types of intelligence, namely, verbal-linguistic intelligence, visual-spatial intelligence, logical intelligence, musical intelligence, kinesthetic intelligence, interpersonal and intrapersonal intelligence. He later added two more intelligences to this set of intelligences in the year 1997 namely natural intelligence and existential intelligence.

He emphasized that an individual develops these intelligences over a period of time and may use them in a combination of some of these intelligences or may use all of them together to access information around him. Thus all learners are blessed with these intelligences differently and in different potencies. It becomes imperative for educators to utilize this potential in their students and maximize that potential to make them strong survivors in the real world. These types of intelligence and styles of learning decide the success or failure in the learning process of the students (Chamot, 2004).

Many studies have proved that students who are educated by multiple intelligences supported learning methods have had more positive attitude levels to English lesson than those who are trained by the traditional language teaching methods. It has also been found that students have more fun while learning through multiple intelligences approach, as they get an opportunity to touch, see and feel different objects thus employing different intelligences during the process. Not only this, it also helps in the development of various social, physical, intellectual and emotional skills so needed for their development as diverse learners.

All learners possess some or each of these intelligences. Some of them are more developed than the other, though. It is for the educators to take the challenge and employ this theoretical knowledge of multiple intelligences present in learners to their benefit through different means and strategies to maximize their unutilized potential. We will discuss each of these intelligences in detail to be able to get an insight into the theory.

## 2. Literature Review—Howard Gardner’s Theory of Multiple Intelligences

### 2.1 Verbal-Linguistic Intelligence

Linguistic intelligence denotes a person’s ability to use language effectively, both oral and written. People who are linguistically smart can relate well with other people through words as well as understand linguistic messages efficiently. Torresan states that semantics, pragmatics along with syntax and phonology form the main constituents of linguistic intelligence in a person (Torresan, 2010). Learners in second language learning are capable of expressing themselves in both oral and written language. They can easily take on tasks like writing an essay or a paragraph; comprehend reading text or using synonyms in spoken word (Christison, 1995, 1996).

### 2.2 Logical-Mathematical Intelligence

Logical intelligence implies that a person is good at using numbers, solving problems and enjoys facing new challenges in life. It involves scientific thinking and provides a person with an analytical mind. It allows us to reason in life use numbers and logic effectively (Kim, 2009). People possessing this type of intelligence are smart in classifications and can carry out mathematical operations like generalizations and calculations well. Second language learners having logical knowledge are capable of sequencing events in a chronological order and classifying language items successfully. This ability gives them an edge in problem-solving tasks or assignments based on project-based learning (Spirovska, 2013).

### 2.3 Visual-Spatial Intelligence

Spatial intelligence is our ability to recognize shape, form, and color and transform those forms into visual ideas and expressions. It also allows us to retain our memories for a more extended period. Visual-spatial intelligence enables us to grasp meanings better when they are traced with visual images. Language learners can give new definitions to text and pictures during a storytelling time (Nelson, 2006). Gardner described spatial intelligence as the ability to imagine and form pictures (Gardner, 1983, 1993). According to Christison people having visual-spatial skills are experts in graphical skills, so they are usually designers or architects (Christison, 1995, 1996). Visual-spatial intelligence helps language learners in describing images, pictures or in tasks like concept mapping, representing graphic analyzers and flowcharts.

### 2.4 Bodily Kinesthetic Intelligence

According to Gardner, bodily-kinesthetic intelligence involves using a body part or the entire body in solving a problem or performing a task. It consists of the use of the body to express our feelings and desires. That’s why painters, dancers, athletes, and people with specialized skills are mostly people endowed with bodily-kinesthetic intelligence (Gardner, 1983, 1993). Second language learners possessing this intelligence to perform well at role plays, drama and enjoy miming and games. This way they are always motivated to learn language through life skills and employ those language skills later in real life as well.

### *2.5 Musical Intelligence*

Musical intelligence involves singing a song or chanting to a melodious tune. It shows how sensitive we are to music, rhythm, and tone. We also use this intelligence in real life to relieve ourselves from stress by listening to melodies or tunes that soothe our senses. Language learners with dominant musical knowledge have more inclination to accent and pitch in their language awareness. Educators can make use of songs, music or rhymes to address learners with musical intelligence in their classes. Christison describes musical intelligence as a global understanding of music (Christison, 1995, 1996) Interpersonal Intelligence.

### *2.6 Interpersonal Intelligence*

Interpersonal intelligence means empathizing with others and feeling their emotions and mental state (Gardner, 1983, 1993). The interpersonal relationship makes us feel, sympathize, empathize and communicate with others. Second language teachers or foreign language teachers use interpersonal intelligence the most in their classes when they try to understand and care for their learners. When they are trying to organize a level, or resolving a conflict, helping students with teamwork, it's interpersonal intelligence at play. According to Christison, we can define interpersonal intelligence as the ability to influence others to do some task or action efficiently (Christison, 1995, 1996).

### *2.7 Intrapersonal Intelligence*

Intrapersonal intelligence is the ability to self-introspect about our abilities, emotions, and feelings. It is also the awareness of self where we enjoy being who we are and appreciate ourselves. It is the intelligence that allows us to do homework, study and do such other tasks (Lazaer, 1999). Gardner believes that intrapersonal intelligence is formed based on a person's experiences of the types of information that people around us have or don't have (Gardner, 1983, 1993). So a person's intrapersonal intelligence is a lot depends on what he or she observes around him or her in his family. As Torresan states, a person's intrapersonal intelligence develops over time as he discovers more and more motivation for self-reflection and develops and molds his interpersonal intelligence in the process (Torresan, 2010). Language learners with this type of advanced knowledge are good at journal keeping and self-analytical skills and tasks.

### *2.8 Naturalistic Intelligence and Existential Intelligence*

Gardner introduced naturalistic intelligence and existential intelligence in 1997. Naturalistic intelligence represents explicitly our abilities and skills to observe, recognize, and analyze the natural world that includes, flora and fauna along with rocks and minerals that exist around us (Bas, 2008). Existential intelligence relates to our sensitivity to our existence in asking questions about our life as to who we are, where have we originated from and where do we go?

### 3. Sub-Intelligences Theory—Howard Gardner

If we believe that learners are endowed with multiple intelligences, and they aren't all developed at the same level, then it leads to the idea that they all work together. An example of this is the way a child can draw a picture while listening to a description. Similarly, we can work while listening to music which has given rise to the idea of sub-intelligences as explained by Gardner in his later theories. There's cooperation between these multiple intelligences to work together on different tasks, and he points out. However, all these types of intelligence that make up one intelligence are not always compatible in the variety of tasks that we undertake as learners. An example of that is that we can easily find our way while talking or we can walk and talk together, but when it comes to listening to music and focusing on something related to words, we have difficulty in concentrating on the task (Gardner, 1999).

It forces us to believe that the various primary intelligences that form an intelligence can further have sub-intelligences that are representative of each one of them. Let us take an example of linguistic intelligence. We can put forth eight sub-intelligences of linguistic intelligence. Each linguistic sub-intelligence has elements of the other primary intelligences. It has been well represented by Paolo Torresan's table "The Linguistic Sub-intelligences" in Table 1 (Torresan, 2007) based on the information from linguists and neuroscientists (Armostrong, 2004).

**Table 1. The Linguistic Sub-Intelligences**

<b>Intelligences</b>	<b>Characteristics</b>	<b>Aspects of Language—Linguistic Sub-Intelligences</b>
Linguistic sub-intelligence	A sensibility to words	The semantic and the lexical
Logical sub-intelligence	Attention to the cause-effect and spatial-temporal relations	The morphology and syntax
Intra-personal sub-intelligence	Knowing oneself: being conscious of one's cognitive and emotive processes	The emotional dimension of language
Inter-personal sub-intelligence	Recognizing the intentions and needs of others	The pragmatic dimension of communication
Musical sub-intelligence	Being aware of similarities and differences	The relation between texts, contrasting analysis and inter-cultural experience
Kinesthetic sub-intelligence	The capacity to use one's body in an effective manner	The extra-linguistic dimension of language
Visual sub-intelligence	Having a certain sense for rhythm, pitch and melody	Phonology and prosody
Naturalistic sub-intelligence	Perceiving and imagining the position of objects in space and their movements	Context and visualization

Therefore, when we use linguistic intelligence, the sub-intelligence in action is the linguistic sub-intelligence, but it generates other linguistic sub-intelligences. We know for effective communication it is essential to be semantically sound along with inserting the right accents. Equally important would be to use the correct sequence of words other than using the proper vocabulary. Thus we see that different linguistic sub-intelligences are in action during communication.

#### **4. Multiple Intelligences Theory and Second Language Learning**

The concept of multiple intelligences implies that though a person may have all the intelligences mentioned above, they may not be all developed at the same level. We also know that if different intelligences predominate learners, what may be useful for one learner may not be suitable for another. For example, a learner with strong visual-spatial skills might respond well to an image or diagrams whereas a learner with strong logical-mathematical skills may react well to graphic analyzers or flow charts. Similarly, younger learners would need exercises that involve more activity as they are strongly attracted to activities focused on bodily-kinesthetic intelligence. Therefore, a teacher would have to

plan her lesson in such a way that utilizes the different types of intelligence to their full potential but also to attend to the diverse needs and nature of the learners in her class. Kagan & Kagan stated that, if we provide our learners with different styles of learning, they will have a stronger foundation of knowledge. It will not only expose them to varied forms of education but also prepare them for a diverse world that awaits them out there and is ever changing (Kagan, 1998).

Many pilot studies have proved that multiple intelligences theory, when implemented, has resulted in a more learner-centered class where students have engaged and interacted. Teachers too felt more energized and excited about being able to reach out to more students. Students are also known to have shown keener interest in the variety of activities they were exposed to through the entire learning process. It improved their chances of doing better in their real-life settings and increases their chances of potential success. And this doesn't involve a significant overhauling of their lessons or teaching environments. They can add a few more exciting activities to their existing experiences and present them with those exciting changes (Campbell, 1997).

Christison and Kennedy have suggested four different modes to implement MI theory in practical ESL/EFL classrooms.

- a. MI theory can be used as a useful tool by learners to identify and appreciate their learner needs, strengths and preferences. It can be done through surveys or inventories of students to help them define their styles of learning. After that, a teacher could devise strategies according to the needs of her students (Christison & Kennedy, 1999).
- b. MI theory can also raise the awareness of the teacher about the diversity present in his or her classroom and help her utilize that diversity to generate their maximum potential by a variety of tasks customized to suit their needs (Christison & Kennedy, 1999).
- c. It can also act as a guide to show students the variety of ways they can learn content and thus making them more responsive to the different forms of learning they were previously unaware of (Christison & Kennedy, 1999).
- d. MI theory can also help teachers to develop a comprehensive lesson plan that might help students learn and acquire knowledge in the best way. It doesn't focus on specific intelligence instead it focuses on enabling them to discover the best ways to gain insight (Christison & Kennedy, 1999).

If teachers are aware of the different profiles of their learners, they can plan strategies to suit their learner needs. Therefore, they shouldn't only focus on finding strengths but also weaknesses of their students. It will help them reflect on the weaknesses of such learners and employ specific strategies to build on those weaknesses. With MI theory applied in classes, teachers would be able to find differences so characteristic of their learners and help them discover better ways to process language learning.

#### *4.1 Application of Multiple Intelligences Theory—Integration of Activities in an ESL/EFL Classroom*

The concept of multiple intelligences implies that though a person may have all the intelligences mentioned above, they may not be all developed at the same level. We also know that if different intelligences predominate learners, what may be useful for one learner may not be suitable for another. For example, a learner with strong visual-spatial skills might respond well to an image or diagrams. We can use a wide range of activities to suit our learners' needs and their multiple intelligences' profiles. Some of them have been suggested as follows:

- 1) Linguistic Intelligence—Storytelling, writing a short poem, debates, group discussions, gap fills, conducting interviews, oral communications (E-pals) word games, multiple-choice questions are some good example for linguistically strong intelligence.
- 2) Logical-Mathematical Intelligence—Concept mapping, flow charts, sequencing events in chronological order, designing and conducting an experiment, word-order activities, pattern games, grammar games, number activities, and jigsaw puzzles are some examples of activities suitable for learners with strong logical-mathematical intelligence.
- 3) Bodily-Kinesthetic Intelligence—Planning and attending a field trip, providing hands-on experience for some materials and activities suggested in units, role plays, miming, dancing, building models, coloring and games are some great ideas for such learners with preference for kinesthetic activities.
- 4) Visual-Spatial Intelligence—Describing pictures, using visual images for teaching vocabulary, video exercises, multimedia projects, using charts, maps, cluster diagrams, and graphs, drawing diagrams, graphics analyzers and concept maps to display information are some examples of activities that can be used for visually strong students.
- 5) Musical Intelligence—Playing songs or analyzing lyrics, musical cloze activities, singing a song or rap to explain something, making presentations using sound or music as an accompaniment and tongue twisters are some great ideas for musically inclined learners.
- 6) Interpersonal Intelligence—Conducting a meeting to address a subject, analyzing characters, group work, practice giving and receiving feedback from teachers and peers, surveys and polls, group brainstorming are some excellent activities to engage learners with predominant interpersonal intelligence.
- 7) Intrapersonal Intelligence—Writing journal entries, activities involving self-reflection, and sharing personal experiences, assessing one's work and setting and pursuing a goal are activities more suitable for learners with intrapersonal type of intelligence.
- 8) Naturalistic Intelligence—Taking field trips and service projects, caring for pets and wildlife and gardens, drawing or painting a natural object, broadcasting news from two resources to make a comparison, creating observation notebooks about one's environment and describing changes in local or global scenario are some fun-filled tasks that could engage learners with naturalistic intelligence.



#### *4.2 Integration of Multiple Intelligence in ESL Classes—Examples Discussed*

Young learners are the best example of multiple intelligence in action as they can perform many actions at the same time. The younger they are, the more they can make use of different forms of intelligence at the same time. For example, they can draw anything by listening to a description which involves linguistic and visual-spatial forms of intelligence. They can also dance to a nursery rhyme involving bodily-kinesthetic and musical intelligence together. They can also be asked to draw on those songs. Let them play with language—let learners sing songs or act on them. Let them chant and move bodily with the rhythm to make learning filled with fun and humor (Brewster, Ellis, & Gerard, 2003). Some of such activities have been suggested in detail here:

1) Language in Action—Children love to play, so they should be allowed to use language and play together. It can be done by making them sing, dance to the rhymes. It will create rhythm in their classes as there's repetition in rhymes. Young learners love to dance. Let them dance to the rhythm of rhymes or draw characters from those rhymes. We could also give them helpful words and let them create their rhymes with those words. All of this involves utilizing their linguistic, musical, kinesthetic and visual-spatial intelligence together and would engage and draw students with varied forms of intelligence into language learning. With adult learners, rhymes could be replaced by songs to suit their age and needs.

2) Drawing and Coloring Alternatives to Music—As an alternative to music, students could be asked to draw characters from stories or literature they read in classes. These images could then be colored and put on display in the display corner to make learners take pride in their work and motivate them. They could also be asked to draw things, landscapes or any other object reflecting some special aspect of the story. It would engage them further in research work and make the task more engaging. They could also be asked to make interesting, picturesque folders, bookmarks, and posters for their classes. These activities involve visual-spatial sub-intelligence in its varied forms with linguistic and interpersonal intelligence, as students work in groups.

3) Drama in Action—Young learners love action in classrooms. It's difficult to keep them engaged for a longer period with just words alone. Drama can motivate them, as it involves enacting the characters they are studying. They can be allowed more freedom with drama so that they can make changes to the ending or introduce some new episodes in it. It would be very engaging, as it involves a lot of creativity. The best thing about drama is if we let students take the initiative, there would be some learning even for the weaker and shyer learners who would have some engagement for them planning work behind the scenes. Drama is very helpful in that it encourages spoken language and develops their communication skills both inside and outside the classes. Students should be allowed to make changes in the story or create their own story and characters for the dramatic display. Creating colorful costumes can motivate young as well as adult learners to learn the language. It involves creativity and develops and involves their linguistic, kinesthetic, visual, musical and interpersonal intelligence. Drama involves

all four skills of language namely listening, speaking, reading and writing as students create their characters after reading the story, write their lines and speak them while enacting the play. Adult learners can be more creative with this option, but young learners too can create or enact fairytales for learning with fun.

4) Games for Fun—Who doesn't love games and the action that comes with it? Students can make their games on stories or characters they have studied in their classes. They can create card games and play in pairs or groups. There are many digital games too which have linguistic importance and can be used for language learning. One such digital game is "Kahoot" which can be effectively used for teaching skills, language, vocabulary, and grammar. Games involve linguistic, kinesthetic, visual and musical intelligence as they have lots of music and visuals accompanied with physical movement in them.

5) Handicrafts for creativity and learning—Reading and listening comprehension can be drastically improved through this interesting strategy if followed in language classes. Students both young and old can be asked to follow instructions either oral or written to create interesting artwork or craftwork based on characters in their plays thus utilizing their visual intelligence too. Teachers can plan this activity and show them the finished artwork to give them an example. Teachers can provide the material or ask the students to bring their material to classes. Following instructions involves logical sequencing of events and utilizes the logical intelligence of young creative minds. Young learners can create small objects like hats, masks, and bookmarks, etc. whereas adult learners can be more creative and build models of houses and streets and other interesting things based on the places picturized in the lessons they have studied in classes.

6) Storybooks for inspiration—Stories can be the best way to introduce a foreign language to young learners. They are familiar with them, and it comes naturally to them to believe in the world of fairy tales. Mention the words—"Once upon a time..." and you can see the interest it generates in those young minds. Besides, stories are treasure house of vocabulary and can teach them new words in a fun-filled way. They can be customized to reading, listening or short film watching activities to keep young learners' minds engaged and motivated. Students can also be asked to enact, draw or sing to these fairytales as discussed earlier. Stories or fairytales are imaginary, and students are familiar with them, so it becomes easy for them to identify and associate the real learning world with their imaginary world. They can utilize and engage visual, musical, kinesthetic, linguistic intelligence present in young learners and adult learners. Stories or fairytales never cease to amaze us at any stage of our lives, and we are quick to relate to them.

7) Jokes for fun and laughter—Everyone loves telling or listening to jokes. They are so much fun and create a fun-filled, humorous atmosphere in the class. Young learners specifically love to laugh, even though, at times they don't understand jokes. They laugh at jokes because everyone else is laughing. Jokes can be adapted to language learning by asking learners to enact them, compose songs or create puppets or characters that narrate the jokes to class. Jokes can also be organized as an activity to

improve listening skills. Learners listen and then re-tell them to class. Jokes utilize linguistic, musical, kinesthetic, logical and visual intelligence of language learners.

8) Vocabulary building exercises—Learners irrespective of their ages love to draw. Educators can employ this characteristic feature of young and old minds to learn the language. They can be asked to build picture dictionaries or “Pictionary” in classes based on characters or places they have in their lesson or stories. They can draw or cut out pictures from magazines or newspapers or download images from internet to illustrate. The sequence can be arranged based on thematic or alphabetical order. They could also be asked to write entire poems or stories in their notebooks in a colorful manner, illustrating pictures and highlighting new words in the story or the poem they learned. All of these activities engage visual, logical, linguistic and naturalist intelligence of their learners.

Important care to be taken while executing these activities in the classes is that they should be done in pairs or groups to encourage cooperation and not competition. Children or adults love to work in groups and enjoy group activities; therefore they should be invited to participate in groups or teams. It will not only develop their interpersonal intelligence but also build their communicative, collaborative skills and a spirit of compassion and camaraderie, so essential for learning anything useful in classes or real life. Therefore it's important to remember that words alone cannot bring results. Linguistic intelligence alone cannot contribute to language learning. Linguistic intelligence, when combined with visual, musical, kinesthetic, naturalist, logical, interpersonal and intrapersonal intelligence, can do wonders for learners of all ages. The presence of sense, sound, movement, and color has always appealed to young and old minds both. With age, the balance of each of these may vary a little bit, but it's still needed based on their ages. It is the duty and responsibility of dedicated and capable teachers to maximize the learning potential of their students while employing a delicate balance of each or some of these intelligences in language learning (Scott & Ytreberg, 1990).

## **5. Issues and Recommendations**

Multiple Intelligences theory has so far yielded positive results and promises improved performances from learners. Comparative studies show that learners taught through conventional methods have lower performance levels as compared to learners taught through multiple intelligences theory-based approaches. However there's no denying the fact that multiple intelligences theory has its own limitations.

Firstly, there are few tests available to test the learners' intelligences separately or develop their profiles based on different intelligence levels. Also, it has been observed that some cultures believe in relying more on a certain kind of intelligence than other. For example, some cultures avoid activities based on kinesthetic intelligence in classrooms and prefer learning through linguistic or logical knowledge more. It might result in discrimination based on cultural practices.

Moreover, applying MI theory in classrooms requires a comprehensive planning approach and loads of work. Planning and adding more activities to already existing lesson plans can be quite overwhelming for some teachers. Besides, teachers would need some training workshops to be able to apply these approaches in classes.

Also, they may need some prior experience with these approaches, a majority of educators are trained to follow conventional methods for teaching students in their classes and might be new to this approach. Furthermore, teachers cannot have standard forms for assessing these multiple profiles existing in their classes. They need to be evaluated on a wide variety of criteria corresponding and appropriate to their diverse profiles. Teachers would need some formative assessments to evaluate such performances which are based on different forms and levels of intelligence.

Despite its limitations, MI theory has shown great achievements when it comes to raising performance levels in ESL classes. Careful planning and analyzing the classroom profile of their students can help teachers prepare well in advance and structure their lesson plans to suit their students' requirements. Training and workshops that focus on teaching how to adapt lessons to specific tasks which stem from MI theory would guide teachers in effectively implementing the approach in their classes. Teachers would also need to use various forms of assessments to do justice to the distinct profiles in their classes. They could include debates, role plays, projects and presentations to provide incentive to such learners.

## **6. Conclusion**

Multiple Intelligences theory has more benefits than limitations. It has the potential to reform not only students' learning process, but it also provides educators with an opportunity to introspect and analyze on their capabilities as teachers to deliver content in diverse forms which further enhances their efficacy as educators. Furthermore, through this approach learners get an upper hand as this approach follows the student-centered approach and stresses on raising motivational levels. The learners get to choose the type of activity they would like to do for taking into account their learning preferences thus making it more engaging and motivational for them. Thus, it nurtures an environment for learning not only for learners but also for teachers. They discover a paradigm shift in their experiences as teachers and they can create more learner-centered classes rather than teacher-led courses which lack keenness and motivation to study. Through MI approach, educators can raise the level of linguistic skills of their learners. It not only makes them better learners but also gives them communicative skills and abilities to comprehend life around them with a better perspective. In other words, they contribute to all-round development of their learners by applying the principles of multiple intelligences theory (Christison & Kennedy, 1999). It can be therefore concluded, that multiple intelligences theory has great potential to bring out the best in both the educators as well as learners when it comes to language learning in ESL classes.

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