

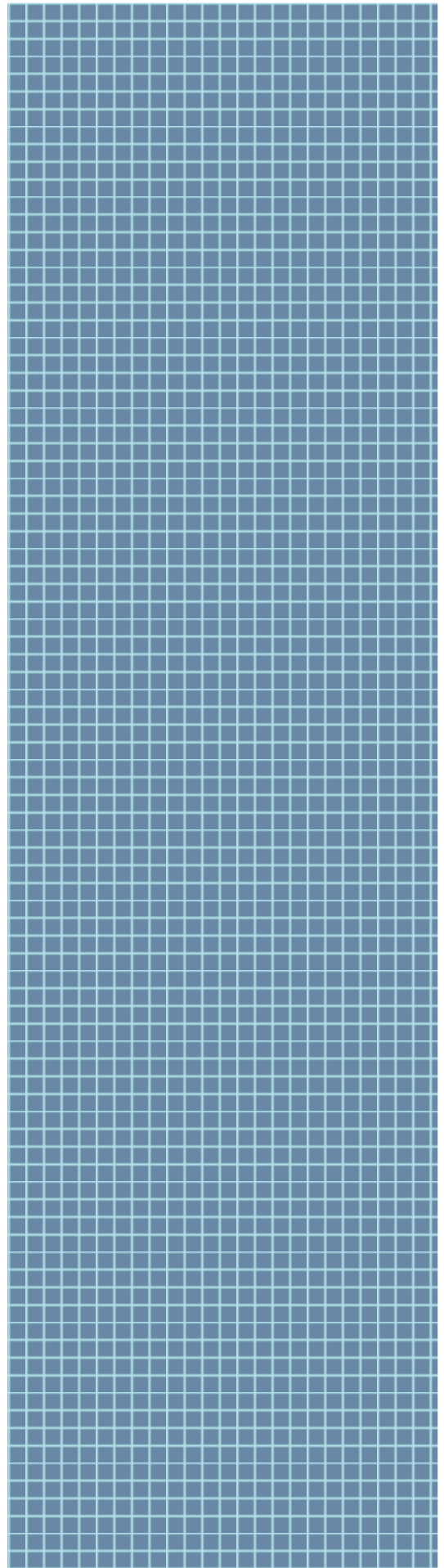
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Exploring Multiple Intelligences and Language Learning Strategies of Successful Japanese Learners of English

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Abstract

This paper reports on the results of a small-scale research project, which explores the relationship between Multiple Intelligences (MI) and Language Learning Strategies (LLSs) of successful Japanese learners of English. In particular, it focuses on the learners' perceptions of their MI/LLSs and their impressions toward different classroom language-learning activities through semi-structured interviews. The results of the study indicate that the participants have wide-ranging scores of MI/LLSs as well as various perceptions towards different classroom language-learning activities, highlighting the importance of incorporating a variety of activities into the classroom. Taking the multiplicity of MI/LLSs into consideration, the paper provides some implications for language learning and teaching. The study also suggests that the successful language learners have a common characteristic of having a keen awareness and understanding of their language development as well as their strengths and weaknesses. The aim of this research is to provide insights for both teachers and students to acknowledge different factors that contribute to language learning.

Introduction

Every class that teachers encounter is considered to be mixed-ability (Richards, 1998), composed of multi-level students who differ greatly not only in linguistic abilities but also in factors such as linguistic ability, motivation, interests, needs, educational background, learning style, age, external pressures, time and anxiety (Ainslie, 1994). Considering the multiplicity of abilities, which each learner brings into the language classroom, the study particularly focuses on Multiple Intelligences (MI) and Language Learning Strategies (LLSs) as factors that influence language learning.

MI refers to the eight types of intelligences proposed by Gardner (1983, 1993): linguistic; logical/mathematical; spatial; musical; bodily/kinesthetic; interpersonal; intrapersonal; and naturalist. The concept of MI was formulated to challenge the traditional view of intelligence, which had a limited focus of intellectual strengths (Gardner, 1983). LLSs refers to the six strategies learners incorporate for language development suggested by Oxford (1990): memory; cognitive; compensation; metacognitive; affective; and social. Such strategies are considered important to be an active and self-directed learner,

enhancing their language proficiency and self-confidence (Oxford, 1990).

This small-scale study explores MI and LLSs of successful Japanese learners of English, who had received English education primarily in Japan. It looks into the different types of MI/LLSs, which exist within individuals as well as their perceptions through semi-structured interviews. Through this research, I hope to explore and suggest some implications of MI/LLSs for language learning and teaching.

Literature Review

EFL classrooms have become much more linguistically and culturally diverse, as students may have already been exposed to English for different reasons (Xanthou & Pavlou, 2008). In fact, every class that teachers encounter is mixed-ability (Richards, 1998), composed of multi-level students who differ greatly not only in linguistic abilities but also in factors such as linguistic ability, motivation, interests, needs, educational background, age, external pressures, time and anxiety (Ainslie, 1994). Considering MI and LLSs in English classes provides a more inclusive learning environment, where learners' different strengths and weaknesses can be acknowledged (Barrington, 2004).

Multiple Intelligences (MI)

The Multiple Intelligences (MI) Theory was proposed by Gardner (1983, 1993). The concept of MI was formulated to challenge the traditional view of intelligence, which had a limited focus of an individual's intellectual strengths such as logic and language (Gardner, 1983). Regarding the multiplicity of intelligences that exist within an individual, Gardner (1983, 1993) proposed that there are eight types of intelligences that exist within an individual which are described as follows:

- (1) Linguistic intelligence involves having a keen sensitivity toward word meanings, grammatical structures, and the context in which the language is being used.
- (2) Logical/mathematical intelligence involves the ability to compute, compare, and analyze the relationships of numbers and objects.
- (3) Spatial intelligence involves the ability to visualize the surrounding world accurately, having high sensitivity to colors and forms.
- (4) Musical intelligence involves the high sensitivity to pitch, rhythm and sounds.
- (5) Bodily/kinesthetic intelligence involves having optimal physical coordination, being able to use one's body accurately.
- (6) Interpersonal intelligence involves the ability to be able to understand other individuals' feelings and intentions, taking actions effectively corresponding to the situation.
- (7) Intrapersonal intelligence involves the individual's ability to reflect upon and attain a

deep understanding of their inner self.

- (8) Naturalist intelligence involves being able to understand and take care of nature.

Language Learning Strategies (LLSs)

A number of different types of strategies have been proposed by different researchers and practitioners to date, but perhaps Oxford's (1990) system is one of the most frequently cited. Her framework of LLSs refer to the six strategies which are considered important to be an active and self-directed learner, enhancing their language proficiency and self-confidence:

- (1) Memory strategies involve creating mental connections of new words, reviewing them, and physically acting out the target language to incorporate it into one's memory.
- (2) Cognitive strategies involve practicing and analyzing the target language through concrete actions such as using words in different ways, watching show in the target language, reading for pleasure, and writing notes.
- (3) Compensation strategies involve being able to use the target language despite some limitations in comprehending or producing the language. It involves making guesses using contextual clues, paraphrasing, and using gestures.
- (4) Metacognitive strategies involve paying attention to the learning, making necessary goals and plans, and evaluating the progress made so far.
- (5) Affective strategies involve how an individual copes with their affective factors such as motivation, anxiety, values, and attitudes.
- (6) Social strategies involve how an individual engages in social communication when he/she encounters difficulties in a target language.

Classroom Language Activities

Considering students' different abilities, the following are some language-learning activities suggested by Christison (1998) include some of the following: reading books/passages (linguistic), drawing pictures (spatial), singing (musical), group brainstorming (interpersonal), and independent work (intrapersonal). Furthermore, considering the class content and procedure in relation to the students' wide-ranging abilities is essential in language classrooms (Campbell, 1997).

Research Questions

As a number of quantitative studies (Akbari & Hosseini, 2008; Saricaoglu & Arikan, 2009; Baleghizadech & Shayeghi, 2014) have been conducted on MI and LLS, the present study aims to explore the following research questions from a more qualitative

perspective:

- (1) What types of multiple intelligences and language learning strategies do successful Japanese learners have?
- (2) How do learners reflect upon their own multiple intelligences and language learning strategies?
- (3) How do learners with various multiple intelligences and language learning strategies perceive different classroom activities?

Methodology

Participants

The participants in this small-scale study were four undergraduate (two male and two female) students in their early twenties studying in a university located in Tokyo: Fumiya, Satoshi, Mia, and Akari (all pseudonyms). All participants had B2 level or higher in CEFR, which were evaluated based on standardized English proficiency tests such as Eiken and TOEFL. Table 1 provides background information for each participant.

Table 1: *Participant Background*

<i>Participants</i>	<i>Major</i>	<i>English Level (CEFR)</i>	<i>Living Abroad Experience(s)</i>
JM1: Fumiya	English Studies	C1	10 months (age 20); 5 months (age 22)
JM2: Satoshi	English Studies	C1	9 months (age 20); 5 months (age 21)
JF1: Mia	Pedagogy	C1	3.5 years (ages 3 to 7)
JF2: Akari	English Studies	B2	9 months (age 21)

Instruments

Two instruments were used in the study: a questionnaire to obtain MI and LLSs scores; and an interview guide for the semi-structured interview. For MI, Mancour's (2001) Multiple Intelligence Checklist, adapted from Armstrong (1993), was used for the study. As for LLSs, the Strategy Inventory for Language Learning (SILL) designed by Oxford (1990) was used. Secondly, an interview guide (See Appendix A) was used for the semi-structured interview, which included key topics and questions regarding learners' perceptions of their

MI/LLSs and their impressions toward different classroom activities.

The questionnaire for items of both MI/LLSs had a five-point Likert scale format, from a score of one, corresponding to “never or almost never,” to a score of five, corresponding to “always or almost always true.” The MI section had a total of 80 items and the LLSs section had a total of a total of 50 items. The items were calculated based on the MI/LLSs category. The possible scores range from 5.0 (highest) to 1.0 (lowest). Examples of the items for each category are as follows:

Examples of MI items

1. Linguistic: “I like to learn new word and know their meaning.”
2. Logical: “I have always liked math and science classes best and I do well in them.”
3. Spatial: “I am good at reading maps and finding my way around unfamiliar places”
4. Bodily: “I am an active person and if I can’t move around I get bored.”
5. Musical: “I have a pleasant singing voice and I like to sing.”
6. Interpersonal: “I am good at making new friends.”
7. Intrapersonal: “I like to spend time alone thinking about things that are important to me.”
8. Naturalist: “I love animals and I spend a lot of time with them.”

Examples of LLSs items

1. Memory: “I use new English words in a sentence so I can remember them.”
2. Cognitive: “I start conversations in English.”
3. Compensation: “To understand unfamiliar English words, I make guesses.”
4. Metacognitive: “I pay attention when someone is speaking English.”
5. Affective: “I try to relax whenever I feel afraid of using English.”
6. Social: “I ask for help from English speakers.”

Procedure

The participants were asked to fill out the MI and LLS items through an online questionnaire. After the participants have completed it, they were requested to participate in a semi-structured interview, which was conducted with all participants except Akari, due to her time inconvenience. Each interview was conducted for 30-45 minutes, which were audio-recorded and later transcribed. The interviews were conducted in Japanese. An interview guide was used in the interview (Appendix A). The order and type of questions asked to the participants differed depending on the participants’ answers. The MI and LLSs scores as well as transcripts of the semi-structured interview were used for the analysis.

Results

(1) What types of multiple intelligences and language learning strategies do successful Japanese learners have?

Types of Multiple Intelligences

Table 2 shows the participants' scores for MI, which varied greatly in both the ranking and scores. Fumiya's highest MI was intrapersonal (3.9), followed by musical (3.7) and interpersonal (3.5) intelligence. His lowest MI was naturalist intelligence (1.8). Satoshi's highest MI was linguistic (4.0), followed by interpersonal and intrapersonal intelligence (identical scores of 3.9). His lowest MI was spatial intelligence (1.9). Mia's highest MI was intrapersonal (4.3) followed by bodily (4.1) and interpersonal (4.0) intelligence. Her lowest MI was logical intelligence (2.9). Akari's highest MI was spatial (3.9), followed by intrapersonal (3.8) and linguistic (3.6) intelligence. Her lowest MI was musical intelligence (1.9).

Table 2: *Scores of Multiple Intelligences*

<i>MI Scores Ranking</i>	<i>Fumiya</i>		<i>Satoshi</i>		<i>Mia</i>		<i>Akari</i>	
1	Intra personal	3.9	Linguistic	4.0	Intra personal	4.3	Spatial	3.9
2	Musical	3.7	Inter personal	3.9*	Bodily	4.1	Intra personal	3.8
3	Inter personal	3.5	Intra personal	3.9*	Interperso nal	4.0	Linguistic	3.6
4	Linguistic	3.3	Logical	3.4	Spatial	2.7	Logical	3.4
5	Spatial	2.8	Bodily	3.2	Naturalist	3.6	Bodily	3.2
6	Bodily	2.5	Musical	3.1	Musical	3.5	Inter personal	3.1

7	Logical	2.1	Naturalist	2.3	Linguistic	3.2	Naturalist	2.3
8	Naturalist	1.8	Spatial	1.9	Logical	2.9	Musical	1.9

* identical scores

Types of Language Learning Strategies

Table 3 shows the results of the participants' scores for LLSs, which also varied greatly in the ranking and scores. Fumiya's scores indicated that his highest LLSs were social strategies (3.30) followed by metacognitive (3.10) and cognitive (3.00) strategies. His lowest LLSs were memory strategies (2.44). Satoshi's scores indicated that his highest LLSs were metacognitive strategies (4.77), followed by cognitive (4.07) and compensation (3.83) strategies. His lowest LLSs were affective strategies (3.33). Mia's scores indicated that her highest LLSs were social strategies (4.83), followed by metacognitive (4.77) and memory (4.66) strategies. Her lowest LLSs were affective strategies (2.83). Akari's scores indicated that her highest LLSs were cognitive strategies (3.85), followed by social (3.83) and compensation (3.50) strategies. Her lowest LLSs were affective strategies (2.16).

Table 3: Scores of Language Learning Strategies

LLSs Scores	Fumiya	Satoshi	Mia	Akari
1	Social 3.30	Meta cognitive 4.77	Social 4.83	Cognitive 3.85
2	Meta cognitive 3.10	Cognitive 4.07	Meta cognitive 4.77	Social 3.83
3	Cognitive 3.00	Compensation 3.83	Memory 4.66	Compensation 3.50
4	Compensation 2.83*	Social 3.66	Cognitive 4.07	Memory 3.44
5	Affective 2.83*	Memory 3.44	Compensation 4.00	Meta cognitive 3.11

6	Memory	2.44	Affective	3.33	Affective	2.83	Affective	2.16
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*identical scores

(2) How do learners reflect upon their own multiple intelligences and language learning strategies?

Reflections of the three participants of the semi-structured interviews (Fumiya, Satoshi, and Mia) are presented in this section. The English translations of the participants' direct quotations are presented in the square brackets.

JM1-Fumiya

Fumiya mentioned that the results of his MI/LLSs more or less seem to coincide with how he perceived himself. As for MI, considering that his intrapersonal intelligence was the highest for him, he agreed that he enjoys reflecting upon his inner self in daily life. He said that 「自分で色々考えるのは好きだね。なんか自分の内側を掘り起こしていくみたいなことはすごく好き。自分はこういう人間なのかな、とか(考える)。」[“I like thinking by myself about different things. I like discovering things that lie within me. I consider whether I may be the kind of person I think I am.”] Secondly, in terms of his musical intelligence, which was the second highest for him, he mentioned that he acknowledged his sensitive hearing skills, being able to distinguish and catch different sounds easily. He said that 「歌も結構得意だから、耳が良いんじゃないかな。音真似るのって耳の良さだっけ言うじゃん？音は結構拾えると思う。発音の違いとか聞くのも楽しい。」[“As I am good at singing, I guess my hearing skill is pretty good. You know they say that mimicking sounds and having good hearing skills are related, right? I think I’m good at catching sounds. I also like distinguishing differences in pronunciation.”] Thirdly, for his lowest intelligence (i.e. logical intelligence), he mentioned that although he had never strongly disliked math, it has never been an interesting subject for him.

Next, for Fumiya’s reflection of his LLSs, he agreed with the fact that his social strategies were the highest, as he often asks others for help, mentioning that 「すぐに他人に聞いちゃうっていうか、他人の(助言)を聞いて軌道修正していく。助けを求めるのは得意かも。甘え上手ってよく言われる。」[“I often ask others for help, and I try to make adjustments based on their advice. I think I’m good at doing that. People often say that I’m skillful at getting help from others.”] Secondly, considering his affective strategy, which was one of his lowest strategies, he mentioned that the result was different from his expectations. However, he reflected that 「affective 高いと思ったんだけどな。どうなんだ

ろうね。なんかもう緊張してるとそこから逃げ出すかだけだから、逃げ出さないんだったら、やるしかないかなって感じはするけど。あんま対策は講じてないのかもしれない。」[“I thought my scores for affective (strategies) would be higher. But I don’t know. When you’re nervous, you either just try to avoid it, and if you don’t avoid it, you just have to do it. So maybe I’m not deliberately doing something to cope with it.”]

JM2-Satoshi

Satoshi was not surprised with the results and the order of his MI and LLSs. As for the results for MI, especially his spatial intelligence being the lowest of all, he described that 「物を作って組み立ててっていうのは嫌いではなかったりはするけど、絵を描けとかが一番キツかった。絵も模写するとかだったらいいの。人の顔とか、自画像とか、あとは想像して描く、まあクリエイティブなものとかはダメ。」[“I don’t have negative feelings toward constructing objects using my hands, but it was a big challenge for me when required to draw pictures. Well, I don’t hate drawing when you just replicate the model, but I have great difficulty drawing a person’s face or a self-portrait, and also when I have to draw with my imagination. I didn’t do well on ones that require creativity.”]

Next, for Satoshi’s reflection of his LLSs, he reflected upon his daily life and especially agreed with the fact that his metacognitive and cognitive strategies were the highest, as he had always been interested in how he engaged in English learning. He said that 「毎回例えば休み期間に入ると、これをこういう風にやる、これをこういう計画で、1日何十分なんとかをやる、なんとかをやる、なんとかをやる、で、この能力が今足りないから、これをもっとこうやるとか。自己管理は英語学習に関してはめっちゃしてる。」[“For example, every time there’s a long vacation, I made a schedule, what I will do, how I will do it, and how much time I’ll spend each day. I thought about what ability I lacked, and what I would do to change that. I think my self-management skills are high regarding my English learning.”]

JF1-Mia

Reflecting upon the results for MI, Mia was surprised that her linguistic intelligence was not as high as she had imagined, being in the seventh place. However, she could understand that her logical intelligence was the lowest. She said that 「言語が好きで、言語をかじるのが好きなのに、linguistic (intelligence)が低いんだなって思って (驚いた)。でも logical (intelligence)が一番低いのは納得できます。」[“I like languages and enjoy learning different languages, but I was surprised that my linguistic intelligence was low. But I can understand that my logical intelligence is the lowest.”] In terms of her intrapersonal intelligence being the highest, she was able to agree with the results, saying

that 「intrapersonalが一番高いのは、自分でも色々考えたりするタイプなので、考えすぎだよって言われるぐらいなので、それは納得できる」 [“I agree that my intrapersonal intelligence is the highest because I think about a lot by myself. People even say that I think too much.”]

Next, for Mia’s reflection of her LLSs, she found that the results well reflected her situation, as she strongly felt that she had frequently used social strategies not only for language learning but other matters in her life. She mentioned that 「わかんなかったら、聞いちゃいます。まあまず自分で考えて、でももしこれ、この質問というのが、勉強だけじゃなくて、例えば自分の進路だったりとか、例えばなんか授業とか、過去に授業受けた先輩いたら、まず「これどういう授業だったんですか。」とか積極的に情報収集っていう感じで、聞くことが多い。」 [“If I don’t know, I just ask. I first try to think and solve by myself, but if the question or problem I am facing, for example not only about studying but about my future or classes, if there are people who have taken the class, I ask him/her “What was the class like? I tend to try to get a lot of information and ask others.”] For her memory strategies, which were the third highest, as she was well aware of her weaknesses in memorization, she tried to incorporate different ways to memorize new vocabulary such as using flash cards.

(2) How do learners with various multiple intelligences and language learning strategies perceive different classroom activities?

JM1-Fumiya

The activities Fumiya found enjoyable and beneficial for his language learning included oral reading and group discussions/brainstorming. For group discussions and brainstorming, he feels that sharing opinions and ideas with others beneficial for his learning. He mentioned that 「自分の知らない世界の経験とかを知るのがすごく好き。Theory と experience が back and forth してるのがすごく、卒論とかも、みんなの話とか聞いて、こういう theory があって、それがみんなの体験とかとすごい結びついて、あ、こんな風になってるんだっていうのにすごく魅力的に感じる。血の通ったあったかい感じの theory になる気がする。答えを見つけるって言うよりも、自分のあれ(経験)をシェアしてるっていうことに結構意味を見出したいかも。」 [“I like learning about experiences that are foreign to me. I also like it when theory and experiences go back and forth. When I listened to everybody’s experiences when I wrote my senior thesis, I found the beauty of linking theory and everybody’s experiences together. I feel that it becomes a warm theory, full of life. Instead of trying to find a solution, I consider it more meaningful for me to share experiences with others.”]

On the other hand, he did not enjoy activities such as debates and group projects. For debates he mentioned that 「ディベートはね、めっちゃ苦手。あんまね、論破にあんま魅力を感じなくなっただっていうか、『それ違うよ』ってというのがすごい苦手になってきた、最近。良い思考練習だとは思いますが、勝ち負け決めるのはあんま合わないかな。」 [“I really don’t do well in debates. I don’t feel the beauty in refuting other people’s opinions, and neither do I feel comfortable saying ‘I don’t agree.’ I understand that it’s a good activity to train your thinking skills, but competing may not be my thing.”] As for group projects, he said that 「group discussion は結構好きだけど、group project とかは超苦手。自分のこだわりみたいなものが強いから。話し合いは好きだけど、そこに大きな違いがある気がする。みんなで一個の結論を出すのと（出さないのと）。結論出すのもあんま好きじゃないかも、もはや。それぞれでいいんじゃないって言う雰囲気が一番いい。」 [“I like group discussions, but I really have a hard time with group projects. I feel I’m really particular about how I want things to be, although I like discussions. I feel there’s a big difference there. Trying to come up with one conclusion (or not). I guess I don’t like drawing conclusions in the first place. I like the atmosphere that acknowledges all opinions.”]

JM2-Satoshi

The activities Satoshi found enjoyable included presentations and group work. For presentations, he mentioned that 「プレゼンは好きだった。多少自分たちで(テーマが)選べるもの。全部自由っていうのもキツイけど。一番記憶に残ってるのは、(大学)2年生の時にこれから自分が major、minor かな、にする topic についてプレゼンをしなさいっていうプレゼン。」 [“I liked presentations. Especially those that we had a little bit of freedom choosing the topic, although it’s difficult if we had too much freedom. The topic I remember most is the presentation I did in my sophomore year, where we had to give a presentation about what will become our major, or maybe minor?”]

On the other hand, although he did not have particular activities that he strongly disliked, he prefers learning language deductively than inductively. He said that 「俺の場合は、最初にルールを与えられた方が好きかな。でもルールを見た上で、いっぱい触れてって(学んできた)。単語もそう。まず最初に基本的な意味を覚えて、それをだんだん見ていく中で、色々例を示されていく中で使っていく。」 [“For me, I like it better when they give me the grammatical rules first. But after they give me the rules, I got exposed to a lot of examples, and that is how I learned languages. It’s the same for learning words as well. I first remember the basic meaning, and as I get exposed to it more and more with different examples, I try to use it.”]

JF1-Mia

The activities Mia found enjoyable included discussions, debates, and independent work, and especially those where she could move around or speak with others, saying that 「やっぱりジッとしてるよりかは、動いてる方がとか、あとスピーキングしてる時、私が授業中にクラス内で話している時とか、そういう機会を与えてくれる授業が好きです。発表とか、ディスカッションとか。自分の意見を言って、私はこういう風に思います。とか。そういうのは結構好きです。」 [“I like activities that I could move around better than sitting quietly in my seat. Also, I like speaking with others and classes that provide me with such opportunities. Such as presentations and discussions where I could state my opinions and feelings towards different topics.”] In terms of debating, she mentioned that 「結構(ディベートは)好きでした。反駁するのは大変だったんですけど、考えながら次こうしようっていうのを考えるのは好きでした」 [“I rather liked debating. It was difficult refuting, but I enjoyed thinking what to do next.”]

The activities that she did not find enjoyable were reading lengthy passages and writing essays. As for reading lengthy passages she said that 「(長文は)ちよい苦痛かも。あの内容にもよります。興味あることは良いんですけど、例えば幾何学とか理系とか、知らないことだったら、『何言ってるんですか、これ』みたいな感じで(好きじゃない)。」 [“Reading passages is a little bit painful for me. I like those I’m interested in, but if it’s about geometry or science, I feel ‘What is this saying?’ and cannot relate to it.”]

Discussion

In this section provides an interpretation of the results regarding the participants’ MI/LLSs scores and their perceptions considering three factors: (1) language learners’ diverse MI/LLSs; (2) incorporating wide-ranging classroom activities; and the (3) effectiveness of introducing MI/LLSs to teachers and students.

(1) Language learners’ diverse MI/LLSs

Firstly, the findings of the study indicate that a wide variety of scores for MI/LLSs exist both within and among the learners. Although the participants in this study were all successful learners of English, they likewise had different scores and rankings of their MI/LLSs. In addition, it was found that the learners perceived their MI/LLSs, although not necessarily, to be more or less influential on their language learning. For instance, Fumiya found that his high musical intelligence affected how he could distinguish and mimic English sounds easily, resulting in his good pronunciation in English. In addition, his high intrapersonal intelligence may have affected his positive feelings towards group discussions, where he could be exposed to wide-ranging experiences of others,

absorbing them to reflect on his own. As for Satoshi's LLSs, his metacognitive and cognitive strategies enabled him to be aware of his language learning and plan necessary steps to overcome his weaknesses, which more or less resulted in his successful language learning. As for Mia, who had high intrapersonal skills and used social strategies frequently, used them to gather information from others, skillfully using them to reflect upon her further development.

Furthermore, the results of the study suggest that test scores and proficiency tests may well be only a partial indicator of the learners' abilities, as all participants had diverse MI/LLSs, despite the fact that all of them were successful learners of English. Therefore, teachers should not easily assume that learners with similar test scores or proficiency levels are the same in other aspects as well, as all learners have wide-ranging strengths and weaknesses, corresponding to the statement that every class teachers encounter is mixed-ability (Richards, 1998).

(2) Incorporating wide-ranging classroom activities

Considering the fact that the participants had different preferences of classroom language-learning activities, it may well be necessary to consider class content and procedure in relation to the students' wide-ranging abilities (Campbell, 1997). For instance, in this study, although intrapersonal intelligence was the highest for both Fumiya and Mia's MI, there were both similarities and differences in terms of their perceptions toward different classroom activities. They were similar in terms of preferring individual work to group work, as they found it easier to work on their own, resulting in a better-quality outcome. On the other hand, they were different in terms of factors such as their perceptions toward debating: Fumiya had negative feelings toward debating, whereas Mia had positive feelings toward the activity. For these reasons, teachers should not easily become disappointed even if some of the students do not find the classroom activity to be beneficial or enjoyable for them, as satisfying all learners may be challenging, if not impossible, to realize.

Furthermore, the results suggest the importance of incorporating wide-ranging classroom activities, instead of focusing on a limited range of activities, which the teachers feel comfortable incorporating in their classes. For instance, if the teacher consistently sticks to the grammar translation method, focusing on grammatical rules and translation, it may only be successful for some, but not all students. Therefore, teachers should get out of their comfort zones and incorporate diverse activities regarding students' differing strengths and weaknesses. In addition, teachers should carefully reflect upon the students' reactions toward the activities and make necessary adjustments throughout the year. In this way, an

inclusive and empowering learning environment where different students are able to strive and assist each other in different activities should be established.

(3) Effectiveness of introducing MI/LLSs to teachers and students

Through the semi-structured interviews in this study, it was found that the successful language learners had a common characteristic of having a keen awareness toward their strengths and weaknesses of their English learning. Reflecting upon their language development, they constantly evaluated and incorporated strategies to overcome their weaknesses as well as effectively enhancing their strengths. Taking the common characteristics of successful language learners into consideration, MI/LLSs could be effective for both advanced and less-advanced learners to become more aware of their language learning, acknowledging their differing strengths and weaknesses. Furthermore, having opportunities for teachers and students to share their strengths and weaknesses may enable them to establish rapport within the classrooms. Such rapport may be effective to acknowledge and share the diverse abilities, which both the teachers and students have brought into the classroom. Moreover, teachers should keep in mind that test scores are only a partial indicator of the students' abilities and thus acknowledge students' abilities from a more dynamic and holistic level through questionnaires and observations.

Conclusion

Every class is mixed-ability in terms of various factors, including the learners' MI and LLSs, which were explored in this small-scale study. The results indicated that the successful learners of English also had wide-ranging scores and rankings of their MI/LLSs, which at times, although not necessarily, were influential for their language learning. Furthermore, the study shows that the language learners had various perceptions toward classroom language-learning activities, suggesting the importance of incorporating diverse activities, instead of incorporating the same activity for every single class. Furthermore, as successful language learners in the study were well aware of their strengths and weakness to generate optimal results in their language learning, introducing MI/LLSs in classes may be beneficial for both teachers and students to raise awareness of their language learning. In addition, incorporating the theories of MI/LLSs could be effective in establishing rapport in the classroom, where both teachers and students could acknowledge and share their differing abilities to enrich the learning environment.

For future research, as the number of participants was limited in this study, research could be conducted with both advanced and less-advanced learners of English, investigating correlations between their MI/LLSs. Moreover, as the participants'

experiences differed greatly in the present study, learners in the same classroom could be investigated along with classroom observations of how they are reacting to certain activities. As the present study suggests that test scores and proficiency are not sufficient to determine the students' abilities, it highlights the importance of acknowledging the learners' abilities more holistically and dynamically.

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Appendix A

Interview Guide

Learner Profile

- Could you briefly explain your language-learning background?
- How often do you use English in your daily life?
- How would you explain your personality? (introverted/extroverted)

Multiple Intelligences

- How do you perceive the results regarding your multiple intelligences? Are you surprised with the results?
- How do you feel about your _____ intelligence?
- Do you feel that your multiple intelligences had any influence on your language learning?

Language Learning Strategies

- How do you perceive the results regarding your language learning strategies? Are you surprised with the results?
- How do you feel about your _____ strategies?
- Do you feel that your language learning strategies had any influence on your language learning?
- Has your learning style changed throughout your English language learning?

Classroom Activities

- What kind of classroom activities/games do you enjoy? (JHS/SHS/university)
- What kind of classroom activities/games were you especially good at?
- How do you perceive the following classroom activities?
 1. reading books/passages (linguistic)
 2. drawing pictures (spatial)
 3. sequencing the story in the correct order (logical/mathematical)
 4. debates (linguistic)
 5. Analyzing a grammar structure inductively through examples (logical/mathematical)
 6. Group project e.g. making something together/brainstorming (interpersonal)
 7. singing (musical)
 8. role-playing /charades (bodily/kinesthetic)
 9. reading maps and charts (spatial)
 10. pair work (interpersonal)
 11. independent work (intrapersonal)
 12. writing essays and journals (intrapersonal)