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## Role of Differentiated Listening Instruction via Attending to Learners' Multiple Intelligences in Enhancing Listening Performance of Iranian Learners

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### ABSTRACT

One efficient way through which learners' differences can be tapped and learning outcomes improved is implementing individualized strategies by adopting differentiated instruction (DI). Though many researchers, thus far, have addressed different benefits of differentiation, the possible role of DI in bringing about listening enhancement is still among the underresearched areas. Mainly aimed at finding the would-be effect of multiple-intelligences-based differentiation on students' listening comprehension enhancement, we embarked on a study with 80 participants from a language school. The students were all adult learners (both males and females) and had taken an IELTS-preparation course. Using Mckenzie's (1999) MI inventory three dominant intelligences (verbal-linguistic, logical-mathematical and spatial) were identified. The learners possessing other less frequent intelligence types were assigned to control group. After running IELTS listening pretest, the treatment was conducted for a matter of 14 sessions for each group differently in accordance with the characteristics of each intelligence type. The control group, however, went through the normal instruction. After running the posttest, the data were analyzed through Kruskal-Wallis test and a significant difference was observed among the groups which could be assigned to the practice of differentiated instruction. The implications are discussed throughout the paper.

**Keywords:** *Differentiated Instruction, Differentiation, Multiple Intelligences, Listening Comprehension*

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### 1. Introduction

The outbreak and preponderance of humanistic and constructivist schools of psychology gave rise to upsurge of individualistic approaches to instruction and assessment. One of the major aims ensued by these novel trends in pedagogy was capitalizing on learners' individual differences. Thus, humanism and constructivism may be regarded as the fundamental springboards for moving toward differentiation in instruction. In line with what Law (2011) elaborates, awareness of and sensitivity toward learners' differences doubtlessly emanate from the predominance of humanistic and constructivist thought in education. As Veugelers (2011) maintains,

Humanism is an open worldview that stresses personal autonomy and humanity. Within humanism there is diversity in thinking, and ideas are developing under different cultural, social and political

conditions. Education from a humanist perspective focuses on developing rationality, autonomy, empowerment, creativity, affections and a concern for humanity (p. 1).

Sensitivity toward differences among learners in terms of learning styles, intelligences and the like paved the way for more learner-sensitive, individualistic methodologies. Differentiated instruction (DI) and differentiated assessment (DA) were among the major progenies of these new individualistic trends. Differentiation is "a philosophy that enables teachers to plan strategically in order to reach the needs of the diverse learners in classrooms today to achieve targeted standards" (Gregory & Chapman, 2007, p. 2). Differentiated instruction entails not only content differentiation but also the process and product dimensions of instruction, i.e. the manner in which content is acquired and the way learners react to content (Dixon, Yssel,

McConnell & Hardin, 2014). Furthermore, differentiation involves sensitivity to learners' diverse needs, and provision of equitable opportunities for all learners based on their differences in terms of readiness level, interests and learning profile (Dack, 2018).

One major aspect of learning profile, which underlies DI and constitutes the major foundation of the current research is differences in learners' intelligences. As Ormrod (2011) elaborates, successive to its early conceptualization as general or global theory or *g* theory (Spearman, 1864-1945), intelligence was characterized by Cattell (1905-1998) as being composed of two major subcategories of *crystallized* and *fluid* intelligence. Though later theories of intelligence such as Sternberg's (1985) Triarchic model helped provide a more lucid and cogent delineation of intelligence, it was only in 1980s and 90s that intelligence theories went through a fundamental reconceptualization owing to attempts made mainly by Gardner (1983) and Goleman (1995) who proposed the ground-breaking notions of multiple intelligences (MI) and emotional intelligence (EI).

Regarding the significance of MI-based instruction, Hoerr (2000), for instance, maintains that "The theory of multiple intelligences (MI) is more than a theory of intellect. For us, it has become a philosophy of education with implications for the roles of educators, parents, and community members" (p. 8). Likewise, as Armstrong (2009, p. 55) puts it "MI theory makes its greatest contribution to education by suggesting that teachers need to expand their repertoire of techniques, tools, and strategies beyond the typical linguistic and logical ones predominantly used in American classrooms." Furthermore, Farrell and Jacobs (2010) are of the view that raising awareness in learners regarding their own MI profile and that of their friends can lead to endorsing diversities in learning context in a better way.

Though manifold studies, to date, have investigated the application of MI theory in English as a Foreign Language (EFL) learning contexts (Abbasian & Khajavi, 2012; Akbari & Hosseini, 2008; Dolati & Tahriri, 2017; Hajhashemi & Wong, 2012; Razmjoo, 2008; Sadeghi & Farzizadeh, 2012), and plenteous investigations have probed different strategies for the implementation of DI in various learning contexts (e.g. Alavinia & Sadeghi, 2013; Little, McCoach, & Reis,

2014; Reis, McCoach, Little, Muller, & Kaniskan, 2011; Santangelo & Tomlinson, 2009), scant heed has been paid to the way MI-based differentiation might bring about listening comprehension enhancement.

Listening indisputably is one of the most crucial and at the same time challenging skills, particularly for EFL learners. As research on listening in EFL contexts like Iran has revealed, learners in such contexts suffer from high levels of difficulty in listening comprehension (Nowrouzi, Tam, Zareian, & Nimehchisalem, 2015; Gilakjani & Sabouri, 2016). Apart from the intrinsic unwieldiness of listening, its additional intractability in EFL contexts seems to result from the inadequate amount of time allocated to practicing and mastering the skill. Among the practical strategies that may lead to listening enhancement, mention can be made of differentiated instruction through adopting MI perspective (Nemat Tabrizi, 2016). Thus, researchers in the current study were mainly after finding the possible influence of MI-based differentiation on possible enhancement in learners' listening comprehension skill. Another preoccupation of the researchers was pinpointing EFL learners' dominant intelligences. In line with the objectives of the current study, the following research questions were set forth:

**RQ<sub>1</sub>:** What are the dominant intelligence types among Iranian institute EFL learners?

**RQ<sub>2</sub>:** Does differentiated instruction through attending to learners' multiple intelligences profile bring about significant enhancement in learners' listening comprehension?

## 2. Literature Review

Since its emergence in 1980s and 90s, DI has been labeled differently by different researchers. Among these diverse terminologies used to characterize DI, Suprayogi, Valcke, and Godwin (2017) refer to 'individualized instruction', 'adaptive instruction', 'personalized learning', 'differentiated assessment', 'inclusion', 'student-centered instruction', 'response to intervention', and 'Universal Design of Learning (UDL)'. Despite these distinct conceptualizations, the common underlying tenet shared by all the afore-said labels is endorsing and upholding learners' differences via using appropriate teaching strategies, diversifying learning tasks and activities, and minding the individuals' diverse and distinct needs (Suprayogi & Valcke, 2016; Suprayogi, et al., 2017).



Aimed at augmenting learners' growth and enhancement, DI strives to adjust the learning tasks and activities to learners' needs and preferences by capitalizing on their differences (De Neve, Devos, & Tuytens, 2015; Levy, 2008). Tomlinson (2001, cited in Serravallo, 2010) delineates differentiation as sensitivity toward learners' unique ways for encoding information, interpreting ideas and expressing what they have learnt. Thus, dynamicity and student-centeredness are two prominent features of differentiation. As Levine (2002, cited in Suprayogi, et al., 2017) contends, the main philosophy underpinning differentiated instruction is creating a match between our teaching styles and learners' actual needs and talents.

Proper and effective differentiation, according to Tomlinson (2005), is founded upon a number of pivotal considerations. To provide for appropriate differentiation, as she puts it, teachers are to ensure the availability of 1) safe and challenging learning environments; 2) whole-class, small group and individual activities; 3) clearly-designated and sufficiently-pursued learning goals; 4) preassessment and formative assessment; 5) flexible schedule and materials to address diverse learner needs; and 6) cooperative communities of learning in which students adopt responsibility.

Differentiation can be applied on three distinct planes. Instructors can make use of the following options: 1) differentiating the content, 2) differentiating the process, and (3) differentiating product options (Anderson, 2007; Bailey & Williams-Black, 2008; Garderen & Whittaker, 2006; Wormeli, 2007). According to Williams, Swanlund, Miller, Konstantopoulos, Eno, van der Ploeg, and Meyers (2014), content differentiation might be achieved through diversification of instructional topics, process differentiation is likely to entail teaching learners based on varied levels of cognitive difficulty, and product differentiation may encompass introducing variation in tasks to meet the learners' diverse needs.

A plethora of studies, to date, have investigated the implications of MI-sensitive instruction (e.g. Akbari & Hosseini, 2008; Dolati & Tahriri, 2017; Sadeghi & Farzizadeh, 2012) as well as the influences of differentiated instruction through MI (e.g. Ghamrawi, 2014) and other learner characteristics such as learning styles (e.g. Alavinia & Sadeghi, 2013), and thinking

styles (e.g. Sternberg & Zhang, 2005) on learners' enhancement in different language skills and components. A number of other researchers have also opted for other strategies for differentiation (Little, et al., 2014; Reis, et al., 2011; Santangelo & Tomlinson, 2009). In what follows, a brief account is provided of these studies both in EFL and non-EFL contexts.

In their endeavor aimed at finding the possible go-togetherness between learners' multiple intelligences and use of language learning strategies, Akbari and Hosseini (2008) selected a sample of 90 EFL students at BA and postgraduate studies. Subsequent to gathering data via MIDAS (Multiple Intelligences Developmental Assessment Scales) and SILL (Strategy Inventory for Language Learners), they came up with a significant correlation between learners' MI and strategy use. However, musical and kinesthetic intelligences were not correlated with the use of learning strategies.

Dolati and Tahriri (2017) strived to find the role of teachers' MI profile in their classroom practices. Working with a sample of 30 male and female EFL instructors, they mainly made use of observation to gather data. Semi-structured interviews and checklists were also employed to investigate teachers' perceptions of MI, and to determine the principal types of intelligences among instructors. Concerning the influence of MI on teachers' classroom conduct, they found that classroom activities were only significantly affected by the dominant intelligence type of instructors within the logical-mathematical group.

In their probe into the potential relationship between learners' MI and their writing ability, Sadeghi and Farzizadeh (2012) chose a sample of 47 female BA sophomore learners and resorted to an intact group design. Using Armstrong's MI questionnaire, and running correlation and regression analysis, they came up with no relationships between learners' MI profiles and their writing performance.

Ghamrawi (2014) launched a mixed methods study to investigate the use of multiple intelligences by pre-school teachers. Eight kindergarten teachers and eighty students constituted the participants of the study. The implications of using MI theory were viewed as regards learners' vocabulary acquisition. Moreover, teachers' MI profile was also explored in relation to the MI types they address more in the

classroom. Implementing the research as a part of a general DI project in Lebanon, the researcher also probed the learners' gains resulting from differentiated practice of instruction. Using triangulation, the researcher gathered data through a number of tools including questionnaire and interview. The major finding obtained was the positive influence of differentiated MI-based instruction on learners' vocabulary acquisition.

In a study on the effects of differentiated task-based instruction, Alavinia and Sadeghi (2013) didn't come up with any significant proficiency gains on the part of experimental group for which differentiated practice of learning was implemented. It's worth noting that 47 EFL freshmen took part in their study and during the treatment, differentiation was applied in terms of learners' profile of different learning styles.

Moreover, highlighting the need for creating alignment between the theory of self-government and teaching/evaluation process, Sternberg and Zhang (2005) concluded that each unique thinking style in terms of *functions* (legislative, executive and judicial), *forms* (monarchic, hierarchic, oligarchic and anarchic) *levels* (local and global), *scopes* (internal and external) and *leanings* (liberal and conservative) necessitates a particular type of assessment.

Reis, et al. (2011) investigated the would-be effect of differentiated reading instruction on elementary school learners' improvement in terms of reading fluency and comprehension. A total of 63 teachers and 1192 students from five elementary schools took part in the study. The students were chosen from among second to fifth graders, and successive to treatment an enhancement was observed in one of the five schools with regard to both reading fluency and comprehension.

In like manner, Little, et al. (2014) were interested in finding the influence of differentiated reading instruction on middle school students' achievement in terms of both reading fluency and comprehension. Their study was conducted in four middle schools and with a sample of 2150 students and 47 teachers using cluster random sampling. Using Hierarchical Linear Modeling, they came up with some fluency enhancement among some of the experimental group participants who had been exposed to differentiated reading instruction. However, differentiated reading instruction had not led to any

outperformance in terms of reading comprehension among the experimental group participants.

Finally, in an attempt to gauge the effect of differentiated instruction on graduate students' learning, Santangelo and Tomlinson (2009) chose a sample of 25 university students (16 females and 9 males). The participants had enrolled in an introductory-level graduate course and possessed a varied spectrum of features in terms of levels of readiness, interests, and learning profiles. Not only did the findings of their study indicate the efficacy of DI for learning enhancement, but the participants also claimed that they were properly challenged by the experience and found the practice to be highly involving and motivating.

Though the brief review of literature presented here may help shed more light on the efficacy of MI and DI for learning amelioration, very scant attention seems to have been paid to the role of MI-based differentiation in bringing about enhanced listening performance. To fill in this ostensible gap, the researchers in the current study have probed the potential effect of DI through attending to learners' MI profile on learners' listening comprehension enhancement.

### **3. Methodology**

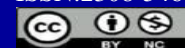
#### *3.1 Research Design*

As stated earlier, the researchers in the current study were after finding the possible effect of MI-based differentiation on learners' listening comprehension enhancement. Thus, the research at hand enjoyed a pretest posttest quasi-experimental design. The sampling procedure used in the study was convenience sampling.

#### *3.2 Participants*

To select the participants for the study and form the groups, initially all learners took IELTS proficiency test for the sake of homogeneity and then completed MI questionnaire (McKenzie, 1999). After questionnaire administration, based on the dominant intelligence types (linguistic, logical-mathematical, and spatial), three groups were formed. The rest of the participants were assigned to control group.

The total number of participants was 80 (23 in the control group, 22 in linguistic intelligence group, 19 in logical-mathematical intelligence group, and 16 in the spatial intelligence group). Successive to administering pretest of IELTS listening task, the treatment was conducted through MI-oriented differentiated instruction for 14



consecutive sessions, and then the posttest (another IELTS listening task) was given to all participants. It's worth noting that the participants were selected from Noandishan (Hermes) Language School in Hamedan, Iran, where they were offered IELTS preparation courses.

### **3.3 Instrumentation**

#### **3.3.1 MI Questionnaire**

To conduct the study, McKenzie's (1999) MI inventory was utilized (see the Appendix). McKenzie's MI questionnaire is one of the known instruments to identify different types of intelligences. This inventory is a 90-item questionnaire, which contains 9 different kinds of intelligences, each having 10 subgroups as proposed by Gardner (e.g. 1983; 1993). Through this questionnaire, the researchers could measure MI profile objectively. According to Hajhashemi and Wong (2012), McKenzie's MI inventory has a high reliability ( $r = .90$ ) and acceptable validity.

Drawing on the discussion above and according to Naeni (2011), McKenzie's MI questionnaire is consistent with the Iranian context. The respondents were asked to complete each part by placing a "1" next to each statement that they felt precisely described them. The scores were measured on each subcategory of questionnaire for each of the nine intelligence types, ranging from 0 to 10. A whole score for each part revealed the participant's rate of tendency toward that specific kind of intelligence. Therefore, participants' MI profiles were identified based on the highest score they obtained in any part. A total sum of the respondents' scores in all different parts showed their total MI score.

#### **3.3.2 IELTS Pre- and Post-test**

Two tasks from IELTS test (the listening module) were administered to all groups as pretest and posttest. The total time allocated for the completion of listening module on pretest and posttest was 40 minutes (in line with the original IELTS test administration).

#### **3.4 Procedures**

As mentioned before, the total number of participants included in the study was 80. Successive to homogenization of participants through IELTS test administration, MI questionnaire (McKenzie, 1999) was given to all participants to determine their dominant intelligence types. Based on questionnaire results, the learners were categorized in three most dominant intelligence groups,

namely verbal-linguistics, logical-mathematical, and spatial groups. It's worth noting that the study was carried out with the learners participating in IELTS preparation courses. Following pretest, the treatment was performed in line with the learners' dominant MI types for listening activities for a matter of 14 sessions.

In order to implement differentiated instruction, the guidelines provided by Armstrong (2009) were utilized. Thus, in the verbal-linguistic intelligence group, the instructor (one of the researchers in the current study) began the class with a warm-up activity and brainstorming about topic of listening (as suggested by Armstrong, 2009). Then, he provided them with a manual regarding the topic including related vocabularies and expressions. In the logical-mathematical intelligence group, after warm-up and brainstorming, he provided them with classification and categorization of subjects and asked them to do their own categorization cooperatively with their peers. In the spatial group, however, brainstorming activity was followed by the presentation of relevant charts, graphs, and diagrams, as well as short related episodes. Then, the instructor asked the students in all groups to predict what the audio track was going to be about. The students listened to the audio file twice, once for general understanding, and the second time for grasping more details and being able to answer the follow-up questions. However, control group participants, who were composed of the members of less dominant intelligence types, followed the normal course instruction for IELTS classes. After the treatment was over, the posttest of listening comprehension was given to learners, again from IELTS series of tests.

#### **3.5 Data Analysis**

In order to analyze the obtained data, SPSS 22 was used. In dealing with the first research question, descriptive data including frequency counts and percentages were reported. However, regarding the second research question, which analyzed the possible effect of MI-based differentiation on learners' listening comprehension enhancement, use was made of one-way ANOVA and Kruskal-Wallis test.

#### **4. Findings**

In analyzing the first research question, primarily the scores of participants on different sections of multiples intelligences test were calculated, and then based on the highest scores gained on

different subcategories of the test, the most dominant categories of intelligence among the participants were singled out. Table 1 indicates the frequencies and percentages of different intelligences possessed by participants in a descending order.

Table 1: The Frequencies and Percentages of Different Intelligence Types among the Learners

	Int.	Li.	LM	Spa.	Inter.	Na.	Mu.	Intra.	BK
Freq.		22	19	16	7	5	4	4	3
Percentages		27.5%	23.75%	20%	8.75%	6.25%	5%	5%	3.75%

As is seen in Table 1, the rankings of different intelligence types among learners based on the frequencies obtained were linguistic (N = 22), logical mathematical (N = 19), spatial (N = 16), interpersonal (N = 7), Natural (N = 5), musical (N = 4), intrapersonal (N = 4), and bodily-kinesthetic (N = 3). Indeed, the three most dominant groups were verbal-linguistic, logical-mathematical and spatial intelligences, respectively.

In dealing with the second research question probing into the impact of MI-oriented differentiated instruction on learners' listening comprehension enhancement, initially the scores of four groups of participants (three experimental groups and one control group) were analyzed in terms of normality. Table 2 illustrates the results of Normality test run on pretest scores.

Table 2: Test of Normality for Pretest Scores

	Kolmogorov-Smimov <sup>a</sup>			Shapiro-Wilk		
	Statistic		Sig.	Statistic		Sig.
	ic	df		ic	df	
Listening Pretest	.096	80	.064	.987	80	.614

a. Lilliefors Significance Correction

In line with the results of normality tests shown in Table 2, it was found that pretest scores met the conditions for normal distribution, and hence parametric statistics via one-way ANOVA were run to compare the means of pretest listening scores. Table 3 indicates the descriptive statistics obtained for each of the four groups of participants on pretest.

Table 3: Descriptive Statistics for the Four Groups on Pretest Scores

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Linguistic	22	39.5909	8.61150	1.83598	35.7728	43.4090	22.00	55.00
Logi-Math	19	38.5263	8.25543	1.89392	34.5473	42.5053	20.00	50.00
Spatial	16	35.0625	7.10370	1.77592	31.2772	38.8478	23.00	49.00
Control	23	34.3043	5.30381	1.10592	32.0108	36.5979	24.00	44.00
Total	80	36.9125	7.61277	.85113	35.2184	38.6066	20.00	55.00

Tables 4 and 5 show the results of Levene's test and ANOVA on pretest.

Table 4: Levene's Statistics for Pretest Scores

Listening Pretest	Levene Statistic	df1	df2	Sig.
	1.551	3	76	.208

Table 5: ANOVA Results for Pretest Scores

Listening Pretest	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	418.525	3	139.508	2.549	.062
Within Groups	4159.862	76	54.735		
Total	4578.388	79			

As Table 5 indicates, there is no significant difference among the mean scores of four groups of participants on listening pretest ( $p = .062 > .05$ ). Next, the test of normality was run on posttest scores, the results of which are shown in Table 6.

Table 6: Test of Normality for Posttest Scores

	Kolmogorov-Smimov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Listening Posttest	.100	80	.048	.941	80	.001

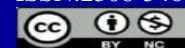
a. Lilliefors Significance Correction

In line with the results of normality tests shown in Table 6, it was found that posttest scores violated the conditions for normal distribution, and hence the non-parametric equivalent of one-way ANOVA (Kruskal-Wallis test) was run to compare the means of posttest scores. Table 7 indicates the mean ranks obtained for the four groups and Table 8 shows the results of Kruskal-Wallis test.

Table 7: Mean Ranks Obtained for Posttest Scores

Listening Posttest	Group	N	Mean Rank
	Linguistic	22	51.50
	Logi-Math	19	32.39
	Spatial	16	43.48
	Control	23	34.67
	Total	80	

Table 8: Kruskal-Wallis Results for Posttest Scores

**Test Statistics<sup>a,b</sup>**

	Listening Posttest
Chi-Square	8.946
Df	3
Asymp. Sig.	.030

a. Kruskal Wallis Test

b. Grouping Variable: Group

As is shown in Table 8, there is a significant difference among the performances of four groups on posttest ( $p = .03 < .05$ ). Thus, the null hypothesis of the study hypothesizing no significant differences among the groups on posttest is rejected. Furthermore, as the data in Table 7 help reveal, the mean ranks of linguistic and spatial intelligence groups are higher than those of the other two groups, i.e. logical-mathematical and control groups.

## 5. Discussion

As the findings of the current study revealed, verbal-linguistic, logical-mathematical and spatial intelligences were the most dominant intelligence types possessed by the study sample. Furthermore, regarding the major research inquiry, probing the possible influence of differentiated listening instruction via attending to learners' MI profile on enhancing listening comprehension ability, it was found that differentiation does have a significant effect on improving listening skill. The efficacy of DI for enhancing listening comprehension and improving learning reported in the current study is in line with the result obtained by Santangelo and Tomlinson (2009) who espoused the effect of DI on augmenting graduate students' learning.

This finding can also be in partial compliance with that of Reis, et al. (2011) who claimed the influence of differentiated instruction on the improvement of reading comprehension in a sample of primary school learners. However, in view of the difference between dependent variables (listening vs. reading), age groups (adult learners vs. elementary school students) and proficiency level (advanced vs. elementary), the obtained results in two studies cannot be completely matched with one another.

The result, however, runs contrary to the one gained by Alavinia and Sadeghi (2013). In that study, the researchers were after finding the potential influence of differentiated task-based instruction on university EFL learners' proficiency gains. Though the sample chosen in both studies is comparable in terms of context, proficiency and type of exposure to English, the

differences between the obtained results can be attributed to different strategies adopted by two studies for implementing differentiation. While in the current study the researchers drew on differences in learners' MI profile, in the previous study conducted by Alavinia and Sadeghi (2013), differentiation was applied based on differences in learning styles. Additionally, instead of general proficiency which was the focus of their study, the researchers in the present investigation opted for studying merely listening comprehension skill.

Likewise, the finding is found to be in contrast to the claim made by Little, et al. (2014) concerning the ineffectiveness of DI for improving learners' reading comprehension skill. Nonetheless, it must be noted that both in terms of study focus (listening vs. reading) and age group addressed (adults vs. middle school learners); the study at hand does not comply with Little, et al.'s investigation.

In addition to manifold claims as to the efficacy of DI for bringing about learning betterment in different areas of language learning, there is a plethora of other investigations that have buttressed the usefulness of MI-based instruction on learners' progress, among which reference can be made to Ghamrawi's (2014) study, in which the positive effect of differentiated MI-based instruction on learners' vocabulary acquisition was demonstrated.

All in all, in spite of the fact that myriad researchers have argued for the benefits of DI and MI for boosting learning in different areas, still more research is required to corroborate the current findings with more vigor. Dearth of studies delving into differentiated listening instruction and its possible implications for ameliorating listening comprehension skill can be another incentive for doing further research within this domain to come up with more conclusive results.

## 6. Sum Up

The researchers in the current study were after finding the would-be effect of differentiated listening instruction on learners' enhancement in terms of listening comprehension skill. In so doing, differences among learners with regard to intelligence types constituted the main basis for applying differentiated practice. The findings pointed toward the efficacy of DI for boosting learners' listening comprehension. Though the participants in the current study were adult EFL learners studying at a language

school who had signed up for IELTS preparation courses, the results are thought to have implications for all instructors at different levels and in different contexts.

Being aware of and raising awareness toward learners' MI profile, teachers can be better equipped with the means of applying differentiation. As Farrell and Jacobs (2010) argue, learners need to be more informed about their MI profile and the way it can produce better learning outcomes. Teachers must also be cognizant of the fact that leaving behind the traditional one-size-fits-all approach and opting for more individualized, differentiated strategies of teaching can lead to more realistic and practical learning upshots. As Ginsberg (2005) argues, differentiated instruction is the key to creating more involvement and motivating all learners in the class by utilizing diverse means to attend to the needs of different learners.

Though the findings of the current research might appear enticing, further scrutiny is called for to provide for more robust substantiation of the results. Like all other studies, the present probe also suffers from its own limitations, including lack of relevant and adequate resources and guidelines for implementing differentiated listening instruction, which might render the results less generalizable. After all, it is hoped that, at the very least, the researchers in the present investigation have been able to generate more interest in conducting research on differentiated listening instruction and its possible implications and applications for producing better learning outcomes.

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#### [Appendix: Multiple Intelligences Inventory \(McKenzie, 1999\)](#)

Dear Respondent

Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

##### Section 1

- I enjoy categorizing things by common traits
- Ecological issues are important to me
- Classification helps me make sense of new data
- I enjoy working in a garden
- I believe preserving our National Parks is important
- Putting things in hierarchies makes sense to me
- Animals are important in my life
- My home has a recycling system in place
- I enjoy studying biology, botany and/or zoology
- I pick up on subtle differences in meaning
- TOTAL for Section 1**

##### Section 2

- I easily pick up on patterns
- I focus in on noise and sounds
- Moving to a beat is easy for me
- I enjoy making music
- I respond to the cadence of poetry
- I remember things by putting them in a rhyme
- Concentration is difficult for me if there is background noise
- Listening to sounds in nature can be very relaxing
- Musicals are more engaging to me than dramatic plays
- Remembering song lyrics is easy for me
- TOTAL for Section 2**

##### Section 3

- I am known for being neat and orderly
- Step-by-step directions are a big help
- Problem solving comes easily to me
- I get easily frustrated with disorganized people
- I can complete calculations quickly in my head
- Logic puzzles are fun
- I can't begin an assignment until I have all my "ducks in a row"
- Structure is a good thing
- I enjoy troubleshooting something that isn't working properly
- Things have to make sense to me or I am dissatisfied
- TOTAL for Section 3**

##### Section 4

- It is important to see my role in the "big picture" of things
- I enjoy discussing questions about life
- Religion is important to me
- I enjoy viewing art work
- Relaxation and meditation exercises are rewarding to me
- I like traveling to visit inspiring places
- I enjoy reading philosophers
- Learning new things is easier when I see their real world application
- I wonder if there are other forms of intelligent life in the universe
- It is important for me to feel connected to people, ideas and beliefs
- TOTAL for Section 4**

**Section 5**

- I learn best interacting with others  
 I enjoy informal chat and serious discussion  
 The more the merrier  
 I often serve as a leader among peers and colleagues  
 I value relationships more than ideas or accomplishments  
 Study groups are very productive for me  
 I am a "teampayer"  
 Friends are important to me  
 I belong to more than three clubs or organizations  
 I dislike working alone  
 **TOTAL for Section 5**

**Section 6**

- I learn by doing  
 I enjoy making things with my hands  
 Sports are a part of my life  
 I use gestures and non-verbal cues when I communicate  
 Demonstrating is better than explaining  
 I love to dance  
 I like working with tools  
 Inactivity can make me more tired than being very busy  
 Hands-on activities are fun  
 I live an active lifestyle  
 **TOTAL for Section 6**

**Section 7**

- Foreign languages interest me  
 I enjoy reading books, magazines and web sites  
 I keep a journal  
 Word puzzles like crosswords or jumbles are enjoyable  
 Taking notes helps me remember and understand  
 I faithfully contact friends through letters and/or e-mail  
 It is easy for me to explain my ideas to others  
 I write for pleasure  
 Puns, anagrams and spoonerisms are fun  
 I enjoy public speaking and participating in debates  
 **TOTAL for Section 7**

**Section 8**

- My attitude effects how I learn  
 I like to be involved in causes that help others  
 I am keenly aware of my moral beliefs  
 I learn best when I have an emotional attachment to the subject  
 Fairness is important to me  
 Social justice issues interest me  
 Working alone can be just as productive as working in a group  
 I need to know why I should do something before I agree to do it  
 When I believe in something I give more effort towards it  
 I am willing to protest or sign a petition to right a wrong  
 **TOTAL for Section 8**

**Section 9**

- Rearranging a room and redecorating are fun for me  
 I enjoy creating my own works of art  
 I remember better using graphic organizers  
 I enjoy all kinds of entertainment media  
 Charts, graphs and tables help me interpret data  
 A music video can make me more interested in a song  
 I can recall things as mental pictures  
 I am good at reading maps and blueprints  
 Three dimensional puzzles are fun  
 I can visualize ideas in my mind  
 **TOTAL for Section 9**