UNEMI
UNIVERSIDAD ESTATAL DE MILAGRO

REPÚBLICA DEL ECUADOR

UNIVERSIDAD ESTATAL DE MILAGRO

VICERRECTORADO DE INVESTIGACIÓN Y POSGRADO

FACULTAD DE POSGRADOS

ARTÍCULOS PROFESIONALES DE ALTO NIVEL
PREVIO A LA OBTENCIÓN DEL TÍTULO DE:

MAGÍSTER EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

TEMA:

Multiple Intelligences based instruction in EFL Vocabulary in ADHD students

Autor:

Kimberlin Estefanya Ordoñez Tapia

Tutor:

Janina Felisha Quito Ochoa

Milagro, 2026

RESUMEN

Los estudiantes con Trastorno por Déficit de Atención e Hiperactividad (TDAH) pueden presentar dificultades relacionades con la atención, la participación, la organización y la finalización de tareas. Estas necesidades pueden generar importantes obstáculos o deafios durante el aprendizaje del inglés. Este articulo buscar explorar la instrucción basada en la Teoria de las Inreligencias Multiple (IM) que puede favorecer el aprendizaje del vocabulario en inglés en estudiantes con TDAH. Parra la recopilación de información, se utilizó la base de datos Google Scholar. Esta síntesis exploratoria de investigaciones examinó estudios correlacionales, cuasiexpermientales, y descriptivos. A partir del análisis los estudios revisados, se identificaron efectos positivos asociados con el uso de la instrucción basada en las Inteligencias Multiples en la adquisición de vocabulario. Los estudios revisados indican que estrategias como la visulizacion, los juegos, el movimiento, la música, las actividades de meoria y las tareas colaborativas pueden proporcionar diversas oportunidades para practicar vocabulario y, al mismo tiempo, favorecer la atencion de los estudiantes con TDAH. Sin embargo, existe una cantidad limitada de investigaciones que aborden conjuntamente TDAH y la instrucción basada en Inteligencias Multiples, por lo que es necesario realizar estudios adicionales en esta área.

PALABRAS CLAVES

Inteligencias Múltiples, TDAH, adquisición de vocabulario, instrucción basada en Inteligencias Múltiples, estrategias.

ABSTRACT

Students with Attention-Deficit Hyperactivity Disorder (ADHD) may experience difficulties with attention, participation, organization, and task completion. These necessities can create huge obstacles or challenges when learning English. This article seeks to explore Multiple Intelligences (MI)- based instruction that may improve English vocabulary within ADHD students. To collect data, Google Scholar data base was used. This exploratory research synthesis examined correlational, quasi-experimental and descriptive studies. Through a vast analysis, it seems there are positive effects when using MI based instruction in vocabulary acquisition. The reviewed studies indicate that strategies such as visualization, games, movement, music, memory activities and collaborative tasks can provide diverse opportunities for vocabulary practice and also focus ADHD students. However, there was limited research among ADHD and MI based instruction therefore further research is needed.

KEYWORDS

Multiple Intelligences, ADHD, Vocabulary acquisition, MI-based instruction, Strategies.

1. INTRODUCCIÓN (OBJETIVO DEL ARTÍCULO)

Nowadays, learning English is a basic need due to the fact that it is an international language. Also, it is widely known that students have different learning styles. In fact, Gardener (1983) states that every person has nine different intelligences (linguistic, logical- mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic intelligence, and emotional). However, each person has a dominant intelligence which may play a role in any learning process. Therefore, it is important to understand the implications of multiple intelligences-based activities in the learning process of a language, particularly in English.

Background

Over time, many studies have been carried out in relation to Multiple Intelligences (MI). The learning of a language has changed from teaching with a traditional method to teaching with more dynamic methods. Tahriri and Yamini (2012) mention that in English as a Foreign Language (EFL) classes in general, various capabilities and preferences of learners are not usually taken into account. Zhu (2011) suggests that English teachers should remodel the existing teacher-centered pattern of language teaching by introducing a variety of new teaching methods, strategies, and techniques. This is where Gardner's (1983) Multiple Intelligences Theory (MIT) indicates that every person has 9 different intelligences. Although these intelligences are present, some of them tend to be more dominant than others.

Statement of the Problem

Ecuadorian education has suffered through many significant changes regarding the multicultural environment, technology adaptation in class, the placement of English standards as a lingua franca in the Ecuadorian curriculum, and so on. Kuznetsova (2018) states that throughout all of the history of foreign language teaching methods, there have been methods that have been constantly evolving, a lot of times emphasizing reading, translating or audition and even combining these processes. The Ministry of Education (2012) states that traditional high school language programs, which are focused mainly on memorization of grammatical structures and vocabulary, are still widely used in many EFL classrooms in Ecuador. However, changes related to the use of Multiple Intelligences Theory have not really been taken into account in the Ecuadorian education system.

Research and application of the MIT in EFL classrooms has also been carried out in Ecuador. Guerra and Rivera (2004) suggest that teachers should take advantage of and exploit students' multiple intelligences. As a result, all learners will be involved and enjoy all the activities created by the teacher, as well as acquiring an efficient and intelligible pronunciation. Yugsan (2018) sustains that differentiated instruction strategies should be seen as opportunities to implement this MIT based instruction in a sometimes adverse Ecuadorian context characterized by limited resources and large classrooms.

In the following part, general key concepts, definitions related to MI will be explained in order to provide a foundation for this research. Also, the nine different multiple intelligences and

activities based on this theory (linguistic, logical- mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, emotional and naturalistic intelligence) will be stated.

Definition of Multiple Intelligences

The Theory of Multiple Intelligences suggested by Gardner in the early 1980s is an alternative way to traditional classroom designs that has a need for the variety of ways people learn and understand. Gardner (1983) suggested that learners do not have a single intelligence, but a range of intelligences. His assumption is that all people have these intelligences, but in each person one of them stands out. In spite of this, Zhu (2018) states that Gardner (1983) believes every individual has at least nine intelligences which are in their basic form, present to some extent in everyone, although a person will generally be more skillful in some of them than in others. According to Şener and Çokçalışkan (2018), Gardner made a significant contribution to cognitive science by the Multiple Intelligences Theory, which builds a learner-based philosophy.

Historical Background of MIT

Howard Gardner is known as the founding father of the Multiple Intelligence Theory. However, the original idea comes from the famous philosopher Plato (Abdallah, 2008). In this theory, there is also a contribution from the philosopher Jean Jacque Rousseau. Armstrong, as cited in Abdallah (2008), declared that "the child must learn not through words, but through experience; not through books, but through the book of life" (p. 5) This creates an impact in relation to the manipulative intelligence or known as bodily- kinesthetic intelligence.

Verbal – linguistic Intelligence: Gardner (1993) explained this intelligence as sensitivity to the written and spoken language. It is mainly concerned with the ability to comprehend and compose language efficiently both orally and in writing. Zhu (2008) suggests that it is the ability to use language effectively and creatively both orally and in writing. This intelligence relates to the meaning, rhythms and sounds of words.

Logical/mathematical intelligence: This intelligence is the ability to calculate and comprehend situations or conditions systematically and logically (Gardner,1993). This type of intelligence can be connected with deductive reasoning.

Visual/Spatial intelligence: This area is described as the ability of perceiving, modifying and creating images. It features the potential to recognize and manipulate the patterns of wide space as well as the patterns of more confined areas (Gardner, 1999).

Musical intelligence: This type of intelligence is the ability to identify pitch, rhythm, and the emotional perspective of sound. Ikiz and Cakar (2010) contribute by defining musical intelligence as self-explanatory and consists of skill in the performance, composition and appreciation of music.

Bodily/kinesthetic intelligence: Refers to the use of the body for expression. It is also described as the potential of using the body and its parts in mastering problems or creation of

products. Athletes, professional dancers, mechanics, and physical education instructors are in this group. Bodily- kinesthetic intelligence "is the capacity to use your whole body or parts of your body: (your hands, your fingers, your arms), to solve a problem, make something, or put on some kind of production" (Guerra & Rivera, 2004, pg 18).

Intrapersonal intelligence: The intrapersonal area requires the ability to have self-knowledge and recognize people's similarities and differences among them. Gardner (1999) adds that it involves the ability to understand yourself, and to interpret and appreciate your own feelings, emotions, desires, strengths, and motivations. Ikiz and Cakar (2010) believe that this intelligence consists of the capacity to understand oneself, to appreciate one's feelings, fears and motivations.

Interpersonal intelligence: This intelligence suggests the ability to identify, comprehend and appreciate the emotions, intentions, motivations, desires, and beliefs of other people. Teachers, therapists, salespeople, and political leaders have high interpersonal intelligence. In Teele's (2000) view, interpersonally intelligent people are friendly and participate in social activities. These people prefer cooperative learning, exchanging information, and studying in groups. Ahmed and Gasm (2012) define interpersonal intelligence as concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. Gardner added this naturalistic intelligence as the eighth one, after the publication of the book "Multiple Intelligences: New Horizons in Theory and Practice" in the year 2006.

Naturalistic intelligence: This type of intelligence is the ability to identify and classify the natural world around people. Teele (2000) states that these people live in harmony with nature. Some occupations need a well-developed form of this intelligence, like astronomers, biologists, and zoologists. Ikiz and Cakar (2010) quote that naturalistic intelligence refers to the capacity to recognize, categorize and draw upon certain features of the environment. With the passing of time, Gardner developed the nine intelligences which are rarely known or practiced in an educational background. It was added to the list of intelligences in the year 1999.

Existential intelligence: This intelligence suggests the ability to question the existence of humans, death, the meaning of life and the reason for existence. Guerra and Rivera (2004) suggest that existential Intelligence can be defined as the ability to be sensitive to, or have the capacity for, conceptualizing or asking questions about human existence, such as the meaning of life, why we are born, why we die, what consciousness is, or how we got here. These may be those people who can be described as "fully aware" of the cosmos of its diversity, complexity, and wonder. Frequently, these are the people who persist in asking those "big" questions that are difficult to answer.

Multiple Intelligences Activities for EFL or ESL learning

According to some studies (Bas, 2008; Djung &Tuan, 2011; Guerra, 2004), each intelligence has different activities which are suggested specifically for each one of them.

Verbal-linguistic based activities

These learners love learning new words and doing writing assignments (Guerra & Rivera, 2004). Some other activities that Dung and Tuan (2011) suggest are brainstorming, debates, discussion, giving speeches, and sustained silent reading.

Logical- mathematical based activities

Dung and Tuan (2011) state that sequencing events into a story line and sequential presentation of subject matter, presenting television shows about science, science demonstrations and experiments, reading about famous scientists and their discoveries or detective stories, organizing with Venn diagrams, sorting, and logical-mathematical games like Clue are great activities for these types of learners.

Visual-Spatial based activities

People who are spatially intelligent are perceptive of visual details; they can usually sketch ideas out with graphs, tables, or images; and are often able to convert words or impressions into mental images. Guerra and Rivera (2004) recommend using flashcards, images, and graphic organizers for these types of learners.

Musical based activities

Students with this intelligence strongly love and learn better through songs, rhymes, stories and chants, and their repetitive nature and rhythm make them an ideal vehicle forlanguage learning (Bas, 2008).

Bodily- Kinesthetic based activities

Incorporating movement into the lessons, mimes, dramas and role-plays, “Simon says” type games, creative movement, body language, hands-on activities, construction and manipulative activities, and cooperative group rotation activities are great activities for pupils who have this intelligence as the most dominant in their learning ability (Dung & Tuan,2011).

Interpersonal based activities

Pupils can collaboratively work in the classroom with their own peers. They can draw pictures, compose songs, rhymes and chants, play games (word, card games), acting outdrama, etc. together (Bas, 2008).

Intrapersonal based activities

Learners tend to work better by themselves and learn through individual activities.Some activities that Dung and Tuan (2011) recommend are activities with a self-evaluation component, personal journal keeping, individualized projects, reflective learning activities, writing about personal goals and hopes for the future, and recording thoughts, feelings and moods.

Naturalistic based activities

Naturalistically intelligent people have a love for the outdoors, animals, plants, and almost any natural object. Talking about pets or natural places to classmates, collecting natural things like leaves and flowers to show and describe to others, and reading books, magazines, newspapers about nature (Dung & Tuan, 2011). They suggest adapting any type of activity but these activities should involve naturalistic themes.

2. MARCO TEÓRICO

ADHD

Attention-Deficit/Hyperactivity Disorder (ADHD) is a neurodevelopmental condition commonly associated with persistent difficulties involving attention regulation, impulsivity, and hyperactivity. In educational contexts, these characteristics may affect students' ability to sustain attention, organize tasks, regulate their behavior, and complete academic activities. Therefore, this proposal seeks to find adequate strategies for ADHD students using the MI Theory to acquire vocabulary effectively and significantly.

ADHD + EFL

Recent research has increasingly examined the role of varied instructional approaches in vocabulary learning. Studies conducted in Latin American and Ecuadorian contexts further demonstrate the importance of adapting English instruction. Moro-Ramos' 2021 study focuses on primary-school English learners including students with ADHD. Her study recommends using classroom adaptations, instructional techniques and cognitive self-instruction for ADHD students.

Continuing with ADHD's connection with EFL in De la Cruz, Ullauri, and Freire's 2020 study. They quote the main purpose was to identify and apply didactic strategies for teaching English to a learner with ADHD. The strategies used included time organization, visualization, games, creativity, task organization, reduced fear of learning, and adaptations to assessment. After conducting their study, the 14 year old learner demonstrated greater attention, fewer interruptions, improved participation, and better self-control after the strategies were implemented.

On the other hand, another study proposed by Carrión-Robles & Espinoza-Celi (2024) also focused on only one student but here they studied an 8 year old Ecuadorian student. These two studies both focused on examining strategies to teach EFL to a student with ADHD. Carrion and Espinoza (2024) mention that "Gamification and TPR can be promising strategies for supporting English learning in an individual student with ADHD." Although both studies were conducted in Ecuador and involved individual students with ADHD, they differed in the instructional strategies emphasized.

It is worth mentioning that according to Andreou & Argatzopoulou (2025) students with ADHD found positive indications for engagement, vocabulary development, and confidence. Nevertheless, these approaches have generally been examined individually rather than through a systematic Multiple Intelligences (MI) framework.

ADHD + Vocabulary

Vocabulary learning is not limited to memorizing isolated word–translation pairs. Developing lexical knowledge involves establishing connections between word form, meaning, pronunciation, grammatical behavior, and contextual use. Effective vocabulary instruction therefore requires repeated encounters with words as well as opportunities to retrieve, manipulate, and use them in meaningful contexts (Nation, 2024).

Vocabulary occupies an important place in foreign language learning because learners need an adequate lexical repertoire to understand messages and express themselves. Vocabulary learning involves more than remembering the translation of a word. Learners gradually establish connections between the word's form, meaning, pronunciation, and use.

Consequently, vocabulary instruction requires opportunities for exposure, practice, retrieval, and meaningful use.

Multiple Intelligences Theory

Multiple Intelligences Theory was originally proposed by Gardner (1983) as an alternative to traditional conceptions of intelligence that emphasized a single general cognitive ability. Gardner proposed that human abilities can be understood through several relatively distinct forms of intelligence. These have commonly been described as linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligences.

Throughout the extensive revision of different studies related to Multiple Intelligences activities in English Language Learning classrooms, a specific strategy for each intelligence was not found. On the contrary, MIT suggests using different strategies together to acquire vocabulary effectively. The specification of the MI activities is crucial in order to answer the second research question. Nevertheless, these studies do not present a language teaching activity for each intelligence proposed by Howard Gardner.

Tiansoodeenon and Sitthitikul (2024), in their theoretical review of MI in English language teaching, discuss the potential of the framework for responding to learner diversity and for developing different instructional techniques. Their work is useful for the present study because it supports the interpretation of MI as a pedagogical framework for varying classroom experiences rather than as a diagnostic system.

Vocabulary and MI

Multiple Intelligence Based-Instruction is considered an excellent way to reach the different learning styles of students while they are learning by focusing on the positive effects of MI-based activities. Madhkhan, Salehi, Tabatabaei, & Talebinejad's (2024) study compared two instructional approaches. The first group had an MI-based instruction and the second one a more traditional vocabulary approach. The experimental group had activities such as: alphabetic coding, maps, and crossword puzzles. This strategy hooked the learner's attention and involvement. "The results showed that students who received MI-based activities achieved significantly higher vocabulary performance in the post-test than those in the comparison group" (Madhkhan et al., 2024).

Another study which agrees with an improvement in vocabulary with MI based instruction is Kelle Taha's (2019) research. Taha's (2019) study investigated whether MI and differentiated instruction could be applied to vocabulary teaching in an EFL classroom. According to the results there was a reported improvement in the experimental group than the traditional instruction group.

Moving on to a study which did not find a significant improvement, we have Boonkongsaen, Nakaved, & Pranarach's (2020) research. The authors concluded that MI can be considered when planning vocabulary instruction because students may approach vocabulary learning through different strategies. However in their results, the finding suggests that linguistic intelligence had a particularly broad relationship with how students approached vocabulary learning. As a result, the correlation was low, which meant that MI profiles did not strongly explain students' vocabulary strategy use.Therefore, this study supports the relevance of MI to vocabulary learning but does not demonstrate that MI-based instruction directly improves vocabulary achievement.

Furthermore, Hamzehnejadi, Haddad, and Jalali (2023) proposed a technological MI instruction-based connection with vocabulary learning. Their study consisted of two experimental groups where the first group was a traditional controlled group and a second group used MI instruction through technology. This quasi-experimental investigation was carried out for over six months. The study reported positive effects of technology-integrated MI instruction on vocabulary learning and examined its relationship with learners' burnout.

Sistani and Hashemian (2016) found relationships between MI dimensions and students' preferred vocabulary learning strategies. Their results suggested that certain intelligence profiles were associated with particular strategy preferences. This provides an initial basis for considering learner diversity when planning vocabulary instruction, although the correlational nature of the study means that the results cannot establish a causal relationship between MI and vocabulary learning.

3. METODOLOGÍA

For this qualitative literature review, articles were mainly chosen through secondary sources gathered from academic databases. Google Scholar and ERIC were databases used for selecting these articles. International Electronic Journal of Elementary Education, among others, was also used. The time of publishing between all of the research articles for this paper is within a span of about twenty-five years approximately. The following synthesis will emphasize the findings of the studies that have applied or studied Multiple Intelligences Theory within EFL vocabulary acquisition. ADHD was also taken into account to find suitable strategies for vocabulary effectiveness. Experimental studies are the primary pieces of investigation because this paper is intended to remark on the implications of the use of MI activities in English vocabulary learning classes. Some correlational, quasi-experimental and descriptive studies have been analyzed throughout the investigation as well.

The data was classified based on the effectiveness of MI based instruction in vocabulary acquisition in EFL learning. This classification depended on the effectiveness of MI based instruction and vocabulary acquisition. Whether it showed a great improvement, slight improvement or no improvement.

4. ANÁLISIS DE RESULTADOS

The purpose of this paper is to analyze the findings of all of the empirical studies in order to establish a conclusion, which will attempt to answer the research questions proposed. The studies are organized conforming to key points of the research questions such as MI method implications, MI based activities, ADHD strategies and its effectiveness.

Table 1. Effectiveness of MI based instruction for vocabulary

Study	Focus	Findings
Madhkhan et al. (2024)	MI-based vs. traditional vocabulary instruction	Effective — MI group scored significantly higher on post-test
Hamzehnejadi et al. (2023)	Technology-integrated MI instruction	Effective — positive vocabulary effects over a 6-month quasi-experiment
Carrión-Robles & Espinoza-Celi (2024)	EFL strategies for one 8-year-old with ADHD	Effective — gamification and TPR promising for English learning with ADHD
De la Cruz et al. (2020)	Didactic strategies for one 14-year-old with ADHD	Effective — greater attention, fewer interruptions, improved participation and self-control
Moro-Ramos (2021)	Primary EFL learners incl. students with ADHD	Effective — adaptations, instructional techniques, and cognitive self-instruction recommended
Taha (2019)	MI + differentiated vocabulary instruction	Effective — experimental group outperformed traditional-instruction group
Sistani & Hashemian (2016)	MI dimensions vs. vocabulary strategy preferences	Not effective — preferences correlated with MI profiles, but no causal effect on vocabulary learning
Boonkongsaen et al. (2020)	MI profiles vs. vocabulary strategy use	Not effective — low correlation; MI profiles did not explain vocabulary strategy use

In table 1, the findings revealed through an extensive examination of MI based instruction when acquiring vocabulary has two viewpoints. A great amount of studies such as Moro-Ramos (2021), De la Cruz et al. (2020), Taha (2019), Hamzehnejadi et al. (2023), Madhkhan

et al. (2024), and Carrion and Espinoza (2024) reach a conclusion that MI instruction does improve vocabulary learning. Although, there is still a research gap regarding MI based instruction associated with ADHD due to limited investigation.

Madhkhan et al. (2024) confirms an existing MI group scoring significantly better in the post test after the MI-based instruction. Besides this study, Hamzehnejadi et al. (2023) also concluded positive vocabulary effects. Their research does have more reliability due to its method which was a 6 month quasi-experiment.

However, there are two studies which find a possible link but not strong evidence between MI instruction and vocabulary acquisition. Sistani and Hashemian (2016) and Boonkongsaen et al. (2020) have limited casual evidence after both applying a quantitative correlational method. To conclude, there is a small association between their MI preferences for particular vocabulary learning strategies.

5. DISCUSIÓN

This proposal presents two relatively separate bodies of research. The first side has studies, which has examined MI-based approaches to vocabulary learning among general EFL populations. On the other side, research has investigated adapted English-language instruction for students with ADHD, including gamification, TPR, visualization, organization, and other supportive strategies. However, comparatively little research has analyzed how MI-based vocabulary strategies can be applied specifically to students with ADHD.

These contrasting findings suggest that the relationship between MI and vocabulary learning may depend on how MI is incorporated into instruction. While an intervention using specific MI-based activities may produce measurable vocabulary gains, students' MI profiles alone may not be sufficient to predict vocabulary-learning behavior.
However, these findings should be interpreted cautiously because not all studies have demonstrated a strong relationship between MI and vocabulary learning. Boonkongsaen et al. (2020), for example, found only a low positive relationship between students' MI profiles and their use of vocabulary-learning strategies.

De la Cruz et al. (2020) incorporated visualization, games, creativity, and task organization into English instruction. Similarly, Carrión-Robles and Espinoza-Celi (2024) used gamification, Total Physical Response (TPR), visual materials, and rewards. Both studies reported positive classroom outcomes, although they involved individual students and therefore cannot establish that the same strategies will produce identical results in other learners.

These findings suggest that English instruction for students with ADHD should not rely exclusively on traditional activities that require prolonged attention or repetitive individual work.

6. CONCLUSIÓN

The literature reviewed shows that teaching English vocabulary to students with ADHD requires consideration of the different ways in which learners engage with and process new information. The studies examined suggest that strategies such as visualization, games, movement, music, and collaborative activities can provide different opportunities to practice and remember vocabulary.

Regarding the effectiveness of MI method in English vocabulary learning, authors such as Moro-Ramos (2021), De la Cruz et al. (2020), Taha (2019), Hamzehnejadi et al. (2023), Madhkhan et al. (2024), and Carrion and Espinoza (2024) seem to agree on the applicability of MI instruction.

Undoubtedly the effectiveness of multiple intelligences in English language learning is a complex phenomenon that needs to be explored by more authors.Throughout this investigation there were several limitations to answer two out of the three research questions. The main inconvenience was the scarce research related to the appropriate activities for each multiple intelligence in English language learning. The recommendation for further research is to conduct studies in more continents as well as national researchers to start their own. It would be great to have more research and, especially, Latin American opinions about MI methodologies or application in English language learning backgrounds.

7. BIBLIOGRAFÍA

Abdallah, M. M. S. (2008). Multiple ways to be smart: Gardner's theory of multiple intelligences and its educational implications in English teaching and oral communication.

Ahanbor, Z., & Sadighi, F. (2014). The relationship between multiple intelligences, learning styles and gender. *Modern Journal of Language Teaching Methods, 4*(1).

Ahmed, A. G. A., & Gasm, A. (2012). The relation between multiple intelligences theory and methods of ELT. *International Journal of Learning and Teaching, 4*(2).

Anderson, V. B. (1998). *Using multiple intelligences to improve retention in foreign language vocabulary study* [Unpublished master's thesis].

Boonkongsaen, N., Nakaved, P., & Pranarach, M. (2020). The link between Thai EFL students' multiple intelligences and use of vocabulary learning strategies. *Journal of Studies in the English Language*.

De la Cruz, G., Ullauri Moreno, M. I., & Freire, J. (2020). Strategies of teaching English as a foreign language towards attention deficit hyperactivity disorder students (ADHD). *Colombian Applied Linguistics Journal, 22*(2), 169–182. https://doi.org/10.14483/22487085.16118

Dung, N. T., & Tuan, L. T. (2011). Accommodating classroom activities to EFL learners' multiple intelligences. *Mediterranean Journal of Social Sciences, 2*(1).

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Basic Books.

Gardner, H. (1993). *Multiple intelligences: The theory in practice*. Basic Books.

Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. Basic Books.

Ghamrawi, N. (2014). Multiple intelligences and ESL teaching and learning: An investigation in KG II classrooms in one private school in Beirut, Lebanon. *Journal of Advanced Academics, 25*(1).

Guerra, C., & Rivera, S. (2004). *Teaching pronunciation to teenagers through activities built on multiple intelligences at the PUCESA as an experimental study* [Bachelor's thesis, Pontificia Universidad Católica del Ecuador].

Hajhashemi, K., Akef, K., & Anderson, N. J. (2012). The relationship between multiple intelligences and reading proficiency of Iranian EFL students. *World Applied Sciences Journal, 19*(10).

Haley, M. H. (2001). Understanding learner-centered instruction from the perspective of multiple intelligences. *Foreign Language Annals, 34*(4).

Hamzehnejadi, N., Narafshan, M. H., & Jalali, V. (2023). The effect of technology-integrated multiple intelligences instruction on EFL learners' burnout and vocabulary learning. *Journal of Applied Linguistics Studies, 4*(1).

Hashemi, A. (2008). The relationship between multiple intelligences and reading comprehension. *Journal of Thought & Behavior in Clinical Psychology, 2*(6), 100–110.

Ibragimova, N. (2011). *Multiple intelligences theory in action in EFL classes: A case study* [Master's thesis, Eastern Mediterranean University].

Loori, A. A. (2005). Multiple intelligences: A comparative study between the preferences of males and females. *Social Behavior and Personality: An International Journal, 33*(1).

Madhkhan, M., Salehi, H., Tabatabaei, O., & Talebinejad, M. R. (2024). Effect of multiple intelligence-based activities on Iranian EFL learners' vocabulary performance. *Journal of Language and Translation, 14*(3), 1–14. https://doi.org/10.30495/TTLT.2024.1047420

Ministry of Education of Ecuador. (2012). *Classroom assessment suggestions*. Ministry of Education of Ecuador.

Modirkhamene, S., & Azhiri, M. H. B. (2012). The effect of multiple intelligences-based reading tasks on EFL learners' reading comprehension. *Theory and Practice in Language Studies, 2*(5).

Moro-Ramos, S. (2021). Educational intervention strategies in the English language classroom for students with attention-deficit/hyperactivity disorder in primary education. *Educare, 25*(3), 357–376. https://doi.org/10.15359/ree.25-3.20

Razmjoo, S. A. (2008). On the relationship between multiple intelligences and language proficiency. *The Reading Matrix*.

Sadeghi, K., & Farzizadeh, B. (2012). The relationship between multiple intelligences and writing ability of Iranian EFL learners. *English Language Teaching, 5*(11), 136–142.

Saeidi, M. (2009). Multiple-intelligence-based focus on form and Iranian EFL learners' accurate use of grammar. *Iranian Journal of Applied Linguistics, 12*, 117–140.

Salem, A. A. (2013). The impact of multiple intelligences-based instruction on developing speaking skills of the pre-service teachers of English. *English Language Teaching, 6*(9), 53–66.

Saricaoglu, A., & Arikan, A. (2009). A study of multiple intelligences, foreign language success and some selected variables. *Journal of Theory and Practice in Education, 5*(2), 110–122.

Şener, S., & Çokçalışkan, A. (2018). An investigation between multiple intelligences and learning styles. *Journal of Education and Training Studies, 6*(2), 125–132. https://doi.org/10.11114/jets.v6i2.2643

Sharifi, H. P. (2008). The introductory study of Gardner's multiple intelligence theory, in the field of lesson subjects and the students' compatibility. *Journal of Educational Innovations, 24*, 11–24.

Sistani, M., & Hashemian, M. (2016). Investigating the role of multiple intelligences in determining vocabulary learning strategies for L2 learners. *English Language Teaching, 9*(6), 242–251.

Sogutlu, E. (2018). Multiple intelligences and foreign language learning: Possible relationship. In *Proceedings of the 3rd International Conference on New Findings in Humanities and Social Sciences* (pp. 1–10). https://doi.org/10.33422/3hsconf.2018.09.01

Tahriri, A., & Yamini, M. (2012). On teaching to diversity: Investigating the effectiveness of MI-inspired instruction in an EFL context. *Journal of Teaching Language Skills, 29*(1).

Teele, S. (2000). *Rainbows of intelligence: Exploring how students learn*. Corwin Press.

Tiansoodeenon, M., & Sitthitikul, P. (2024). The theoretical review and practice of multiple intelligences in English language teaching. *LEARN Journal: Language Education and Acquisition Research Network, 27*(1).

Townes, P., Liu, C., Panesar, P., Devoe, D., Lee, S. Y., Taylor, G., Arnold, P. D., Crosbie, J., & Schachar, R. (2023). Do ASD and ADHD have distinct executive function deficits? A

systematic review and meta-analysis of direct comparison studies. *Journal of Attention Disorders*, *27*(12), 1571–1582.
Wu, S. H., & Alrabah, S. (2009). A cross-cultural study of Taiwanese and Kuwaiti EFL students' learning styles and multiple intelligences. *Innovations in Education and Teaching International*, *46*(4).
Yugsan, W. E. (2018). Differentiated instruction for diverse Ecuadorian EFL learners. *Revista Científica Cátedra*, *1*(1).
Zhu, H. (2011). The application of multiple intelligences theory in task-based language teaching. *Theory and Practice in Language Studies*, *1*(4).

UNEMI

UNIVERSIDAD ESTATAL DE MILAGRO

¡Evolución académica!

@UNEMIEcuador

Revista Multidisciplinaria Arbitrada de Investigación Científica
ISSN: 2588 - 0659

CER-**MQRinvestigar**-UIO-V_10_4_ART_681
Quito (Ecuador), 2026-10-06

CERTIFICATION

MQR® editorial certifies, that this article:

Multiple Intelligences based instruction in EFL Vocabulary in ADHD students

Instrucciones basadas en las Inteligencias Múltiples en Vocabulario para Estudiantes con TDH en inglés como Lengua Extranjera

PEER REVIEW - "Aceptada para su publicación después de superar un proceso de doble revisión ciega externa"
Fechas de recepción: 06-SEP-2026 aceptación: 06-OCT-2026 publicación: 30-DIC-2026

Ordoñez-Tapia, Kimberlin Estefanya*
UNIVERSIDAD ESTATAL DEL MILAGRO
Maestría en Enseñanza de Inglés como Lengua Extranjera
Milagro – Ecuador

tefitas96@gmail.com
https://orcid.org/0009-0000-6400-7947

Quito-Ochoa, Janina Felisha
UNIVERSIDAD ESTATAL DEL MILAGRO
Magister en Lingüística Aplicada al Aprendizaje del Inglés
Docente Tutor de Maestría en Enseñanza de Inglés como Lengua Extranjera
Milagro – Ecuador

jquitoo@unemi.edu.ec
https://orcid.org/0000-0002-6737-554X

Published: Vol. 10 Núm. 4 (2026): Revista Científica MQRinvestigar: pag. 01-19
DOI: https://doi.org/10.56048/MQR.2026.e681

http://www.mqrinvestigar.com/
ISSN **2588-0659**
ISSN **2588-0659**

Cordially yours,
MQRInvestigar - Director

Firmado electrónicamente por:
MARCO ANTONIO QUINTANILLA ROMERO

Dr. Marco Quintanilla R.
Director