

## Original Research Article

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# Exploration of College English Teaching Methods Based on the Theory of Multiple Intelligences

Yun-Lu Shangguan \*

Nanchang Institute of Technology, Nanchang, Jiangxi, 330001, China

\*Correspondence to: Yun-Lu Shangguan, Nanchang Institute of Technology, Nanchang, Jiangxi, 330001, China, E-mail: [740114791@qq.com](mailto:740114791@qq.com)

**Abstract:** The Theory of Multiple Intelligences has introduced new perspectives to college English education, helping to address longstanding problems in traditional teaching and enhance instructional quality. This paper explores teaching methods grounded in this theory and identifies several shortcomings in conventional college English education, including the reliance on a single teaching approach, insufficient attention to students' individual differences, unscientific assessment practices, and inadequate professional development among teachers. On this basis, the paper proposes a series of practical measures: adopting differentiated instruction, cooperative learning, and project-based learning as key teaching strategies; designing curricula with diversified objectives, varied content, and flexible implementation; promoting diversification in teaching assessment in terms of assessment participants, content, and methods; and strengthening teacher development through solid theoretical foundations, enhanced teaching competence, and a strong awareness of educational reform.

**Keywords:** Theory of Multiple Intelligences; College English; Educational and Teaching Methods

## Introduction

Traditional college English education is characterized by a limited range of teaching methods, insufficient attention to students' individual differences, unscientific assessment approaches, and inadequate professional development among teachers. As a result, it has become increasingly difficult to meet the demands of contemporary education. The emergence of the Theory of Multiple Intelligences has brought new changes to educational evaluation and instructional models. It facilitates the establishment of a more comprehensive and objective evaluation system, emphasizes the cultivation of students' diverse abilities, and aligns closely with the

direction of educational reform in the new era. Based on the Theory of Multiple Intelligences, this paper proposes specific approaches from the perspectives of teaching strategies, curriculum design, teaching assessment systems, and teacher development, with the aim of improving the quality of college English education and promoting students' all-round development.

## 1. Application Value of the Theory of Multiple Intelligences in Education

In the process of modern educational reform and development, the Theory of Multiple Intelligences has demonstrated significant practical significance



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and application value, effectively overcoming many limitations of traditional educational models. Traditional educational evaluation systems were excessively narrow in scope, relying primarily on students' linguistic abilities and logical-mathematical intelligence to assess academic performance, with examination scores serving as the principal criterion for measuring student competence. Such a rigid evaluation approach overlooked individual differences among learners and failed to provide a comprehensive and authentic reflection of their overall capabilities. Consequently, many students with unique talents and strengths were neglected, and their potential remained largely untapped.

The Theory of Multiple Intelligences fundamentally transforms this outdated educational mindset by establishing a comprehensive and multidimensional framework for both education and assessment. It corrects the traditional score-oriented approach that places excessive emphasis on examination performance as the sole indicator of student achievement. In classroom practice, the theory encourages teachers to move beyond fixed teaching philosophies and standardized evaluation criteria, prompting them to pay closer attention to each student's individual characteristics and strengths. Teachers can adapt instructional content, optimize teaching pace, and refine teaching plans according to the actual conditions of the class and the diverse needs of individual learners. In this way, instruction can be better aligned with students' learning styles and levels of comprehension, enabling the implementation of targeted and differentiated teaching strategies.

This student-centered approach can effectively stimulate students' initiative and enthusiasm for learning, awaken their intrinsic motivation for autonomous learning, and provide opportunities for every learner to capitalize on personal strengths and realize individual potential. As a result, it contributes substantially to improving the overall quality of classroom instruction<sup>[1]</sup>. Furthermore, the Theory of Multiple Intelligences breaks away from the traditional model of cultivating a limited range of abilities. Rather than focusing solely on the transmission of disciplinary knowledge, it emphasizes the holistic development of students' comprehensive qualities and multiple competencies. It also encourages learners to move

beyond fixed patterns of thinking and develop habits of active exploration, independent inquiry, and critical reflection.

## **2. Problems Existing in College English Education**

### **2.1 Single Teaching Methods**

At present, the teaching methods employed in college English education remain relatively monotonous. Classroom instruction is primarily dominated by teachers' explanations of knowledge points, with both the pace and content of teaching being entirely controlled by instructors. As a result, students are placed in a passive position, with limited opportunities for classroom participation and teacher-student interaction. This teacher-centered instructional model deprives students of their central role in the learning process and makes it difficult for them to engage in independent thinking and autonomous inquiry during class.

The prolonged use of such rigid teaching approaches gradually weakens students' awareness of active learning and fails to cultivate their capacity for self-directed learning. Consequently, students' initiative and engagement in classroom learning continue to decline. Moreover, a standardized teaching model is unable to accommodate differences in students' educational backgrounds and individualized learning needs, making it difficult to stimulate learning motivation and foster an active classroom atmosphere. Under these circumstances, students often acquire only a superficial understanding of basic English knowledge and fail to develop a deep comprehension of what they learn. Their mastery of knowledge remains inadequate, and overall learning efficiency is relatively low. The persistence of this problem has directly constrained improvements in the quality of college English instruction and no longer aligns with the current requirements for talent cultivation and educational development in higher education institutions.

### **2.2 Neglect of Students' Individual Differences**

In the course of daily teaching activities, students exhibit substantial differences in their intellectual development orientations, cognitive capacities, and preferred learning styles. Each learner possesses unique characteristics and developmental potential. Nevertheless, many educational practices continue

to rely on traditional and fixed instructional models, employing uniform teaching content, teaching pace, and teaching methods throughout the entire instructional process without making appropriate adjustments based on students' individual characteristics.

Such a rigid teaching approach overlooks the significant differences that exist among students and fails to accommodate their actual learning conditions, making it difficult to satisfy their personalized learning needs <sup>[2]</sup>. A standardized instructional arrangement can only match the learning pace of a portion of students and is incapable of addressing the diverse learning requirements of the entire student body. Consequently, many learners are unable to capitalize on their own strengths during the learning process. Prolonged exposure to such educational environments prevents students' dominant intelligences from being effectively cultivated and developed, while their individual learning potential remains insufficiently explored. This not only restricts the improvement of students' learning abilities but also hinders their personalized, comprehensive, and holistic growth and development.

### 2.3 Unscientific Teaching Assessment

The current teaching assessment system exhibits evident shortcomings in terms of scientific validity. At present, student evaluation in most higher education institutions is primarily based on scores obtained in final standardized examinations. This single assessment model focuses exclusively on students' final examination results while neglecting key aspects of the learning process, including classroom engagement throughout the semester, the accumulation of knowledge, and the development of competencies. Moreover, it fails to adequately reflect students' achievements in the cultivation of comprehensive qualities and competencies.

As a result, this outcome-oriented assessment approach is unable to provide a comprehensive and authentic representation of students' actual learning levels, mastery of knowledge, and areas of weakness. Consequently, it is difficult to generate objective and fair evaluations of student learning. The long-term reliance on such assessment methods not only hinders the accurate identification of deficiencies and shortcomings in everyday teaching practice but also fails to provide effective guidance for teachers seeking

to optimize instructional content and adjust teaching methods. Furthermore, it does not accommodate students' individualized learning and developmental needs, making it difficult to effectively guide them toward the continuous improvement of their comprehensive abilities.

### 2.4 Insufficient Teacher Professional Development

At present, many college English teachers face limitations in their professional development. Their foundations in educational theory are often insufficiently robust, and their understanding of contemporary educational theories, including the Theory of Multiple Intelligences, remains inadequate. As a result, they have not established a systematic theoretical framework capable of providing solid support for daily teaching practice.

In addition, many teachers lack innovative instructional thinking and continue to rely on traditional and rigid teaching models. Their willingness and practical ability to actively optimize teaching methods and reform classroom practices are relatively limited <sup>[3]</sup>. In actual college English teaching, teachers are often unable to accurately adjust instructional pace and optimize teaching content in accordance with students' individual intelligence profiles and learning characteristics. Consequently, teaching practices tend to become increasingly homogeneous, making it difficult to meet the diverse developmental needs of different learners.

This lack of adaptability substantially reduces the relevance and effectiveness of classroom instruction. Furthermore, without the support of sound educational theories, teachers face challenges in implementing differentiated instruction and personalized teaching practices. These limitations ultimately constrain the improvement of teaching quality in college English classrooms and hinder the achievement of educational goals that emphasize student-centered learning and comprehensive development.

## 3. Exploration of College English Teaching Methods Based on the Theory of Multiple Intelligences

### 3.1 Teaching Strategies Based on the Theory of Multiple Intelligences

#### (1) Differentiated Instruction Strategy

The differentiated instruction strategy is

implemented on the basis of students' individual differences in intelligence characteristics and learning habits. Teachers should first assess the distribution of intelligence profiles within the class and formulate hierarchical teaching objectives according to students' actual learning conditions. A tiered instructional content system can then be established, and learning tasks can be assigned in accordance with students' personalized learning needs. Through targeted instructional arrangements, students' specific English language competencies can be effectively developed while their foundational English knowledge is systematically reinforced.

#### (2) Cooperative Learning Strategy

The cooperative learning strategy is primarily designed to cultivate students' interpersonal intelligence and teamwork abilities. Teachers should organize learning groups according to differences in students' intelligence profiles, ensuring a balanced distribution of strengths and advantages among group members. During collaborative learning activities, students can actively participate by drawing upon their own intellectual strengths. Through mutual support, complementary strengths, and peer learning, students are able to compensate for individual weaknesses and enhance their overall learning effectiveness. Consequently, the quality of English learning across the entire class can be significantly improved.

#### (3) Project-Based Learning Strategy

The project-based learning strategy utilizes practical projects as the primary vehicle for instruction, enabling students to acquire and apply English knowledge through hands-on experiences. This approach contributes to the development of comprehensive learning abilities and innovative thinking. Teachers should design project tasks that are closely aligned with course content and students' actual learning situations. Throughout the process of completing these projects, students are encouraged to integrate and apply multiple intelligences, thereby gradually enhancing their overall English literacy and achieving comprehensive improvement in their English language proficiency.

### 3.2 Curriculum Design Based on the Theory of Multiple Intelligences

First, curriculum objectives should be diversified. Traditional English teaching primarily focuses on the

explanation of language knowledge and the training of basic language skills. Curriculum design should move beyond these limitations by establishing comprehensive educational objectives centered on the development of multiple intelligences. While strengthening students' fundamental language competencies, greater emphasis should be placed on cultivating core abilities such as critical thinking, independent innovation, and intercultural communication. At the same time, attention should be given to the balanced development of various forms of intelligence, ensuring that curriculum instruction is no longer confined to basic language teaching but instead promotes the comprehensive enhancement of students' overall competencies.

Second, curriculum content should be diversified. Daily teaching activities should integrate multidimensional learning content, with fundamental language knowledge serving as the core while incorporating both Chinese and foreign cultural background knowledge as well as interdisciplinary content from multiple fields. Such an approach can enrich the breadth and depth of curriculum content. Meanwhile, various high-quality educational resources should be integrated to broaden the range of learning materials available to students, accommodate different intelligence strengths and learning characteristics, and satisfy diverse learning needs. In this way, students' initiative and enthusiasm for learning can be effectively stimulated<sup>[4]</sup>.

Third, curriculum implementation should be flexible. During the teaching process, instructors should abandon rigid and single teaching approaches and instead select appropriate instructional methods according to both teaching content and students' intelligence characteristics. By making full use of modern multimedia technologies and online educational resources, teachers can expand students' learning channels, establish autonomous learning platforms, and provide flexible and diversified learning environments. These efforts contribute to improving both the effectiveness and adaptability of classroom instruction.

### 3.3 Teaching Assessment System Based on the Theory of Multiple Intelligences

First, assessment participants should be diversified.

This assessment system transforms the traditional teacher-dominated evaluation model by establishing a multidimensional evaluation framework involving teachers, students themselves, and their classmates. Teachers are primarily responsible for monitoring students' overall learning performance and tracking their progress at different stages of learning. Through self-assessment, students are encouraged to identify problems in their own learning process, gradually develop habits of regular reflection, and enhance their abilities in self-management and self-evaluation. Peer assessment promotes academic communication among students while simultaneously developing their judgment and basic evaluative skills.

Second, assessment content should be comprehensive. Traditional assessment systems focus mainly on subject knowledge and skill examinations. In contrast, this framework broadens the scope of evaluation to include language knowledge, language skills, learning attitudes, learning strategies, innovative thinking, and teamwork abilities, all of which are regarded as essential indicators of students' core competencies. Furthermore, both learning processes and learning outcomes are taken into consideration, enabling a comprehensive evaluation of students' overall learning performance at different stages.

Third, assessment methods should be diversified. This system combines formative assessment with summative assessment. Formative assessment is integrated throughout the entire teaching process, continuously recording students' learning progress and providing data-based support for teachers to adjust instructional plans and optimize teaching content. Summative assessment is employed to evaluate students' learning achievements at specific stages and to provide an overall judgment of their learning outcomes during a given period. The combined use of these two assessment approaches ensures the authenticity and completeness of evaluation results while contributing to the continuous improvement of the teaching assessment system.

### 3.4 Teacher Development Based on the Theory of Multiple Intelligences

#### (1) Strengthening Theoretical Foundations in Education through Continuous Learning

Teachers should systematically study the Theory

of Multiple Intelligences and related educational theories in order to gain a thorough understanding of the diverse characteristics of students' intelligences and the fundamental principles of learning. Through sustained theoretical learning, educators can gradually move beyond traditional fixed mindsets and single-dimensional standards for evaluating talent, establish educational philosophies that align with the needs of contemporary educational development, and provide a solid theoretical foundation for adjusting teaching models and instructional methods.

#### (2) Enhancing Practical Teaching Competence and Effectively Implementing Individualized Instruction

Teachers should continuously improve their abilities in instructional design and classroom implementation. Based on students' differences in intelligence profiles, they should design appropriate classroom activities and learning tasks and flexibly adjust teaching methods to ensure that instructional pace and content better accommodate diverse learning needs. At the same time, teachers should engage in regular teaching reflection and evaluation, summarize classroom challenges and successful experiences, and optimize teaching procedures and methods in a targeted manner. Through these efforts, the overall quality of instruction can be steadily improved<sup>[5]</sup>.

#### (3) Fostering a Reform-Oriented Mindset and Promoting Teaching Innovation

Teachers should break away from the constraints of traditional teaching concepts and actively explore instructional models that are compatible with the Theory of Multiple Intelligences. By integrating theory with daily teaching practice, they can continuously advance educational reform. In addition, teachers should make full use of disciplinary characteristics to integrate diverse teaching materials, improve supporting educational resources, and optimize conventional teaching approaches. The integration of online and offline teaching modes can further enhance the overall instructional system, making it more consistent with the core educational principles advocated by the Theory of Multiple Intelligences.

### Conclusion

In conclusion, the Theory of Multiple Intelligences provides a new perspective for college English education. To address existing problems such as

the reliance on single teaching methods, the neglect of individual differences, unscientific assessment practices, and insufficient teacher professional development, efforts should be made in the areas of teaching strategies, curriculum design, teaching assessment systems, and teacher development. Specifically, differentiated instruction, cooperative learning, and project-based learning strategies should be implemented; curricula should be designed with diversified objectives, varied content, and flexible implementation; and assessment systems should be established with diversified assessment participants, comprehensive assessment content, and multiple assessment methods. Meanwhile, teachers should be encouraged to strengthen their theoretical foundations, enhance their practical teaching competence, and cultivate a strong awareness of educational reform. Through these efforts, the high-quality development of college English education can be effectively promoted.

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