People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Larbi Tébessi University – Tébessa

Faculty of Letters and Languages

Department of Letters and English Language

Investigating Teachers' Attitudes Towards Using Teaching Strategies Based on Multiple Intelligences Theory

The Case of Oral Expression Teachers in the Department of English at Larbi Tébessi University – Tébessa

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences

Candidates:

Ahlem TRAAI

Hamida HAMMANA

Supervisor:

Mrs. Amina GHOUL

Board of Examiners

President: Miss. Asma DOUAIBIA	M. A. A at Larbi Tébéssi University
Supervisor: Mrs. Amina GHOUL	M. A. B at Larbi Tébéssi University
Examiner: Dr. Saleh DAIRA	M. C. B at Larbi Tébéssi University

2019-2020

Acknowledgments

"No one walks alone, and when you are walking on journey of life…you have to start to thank those that joined you, walked beside you, and helped you along the way."

David H. Hooker

First of all, all praise is to Allah who gave us the guidance, health and power to carry on this study.

Our sincere and infinite gratitude goes to our highly esteemed, big hearted and adorable supervisor ***Mrs. GHOUL Amina*** *who honored us with her acceptance to supervise us. It's due to her endless patience, insightful guidance, constructive comments, and wise suggestions that this work is finally at hand today... Thank you so much for believing in us, we owe you our lifelong respect.*

We are so indebted to the eminent ***members of the ju****ry for accepting reading and evaluating our work.*

Our heartfelt thanks are also extended to all ***the teachers and students*** *in the department of English at Larbi Tébessi University for their cooperation in our study.*

We owe our deepest thankfulness and greatest respect to our loving ***parents*** *who were praying days and nights to see the daughters they elevated by their own, in such level.*

At the end, our deepest appreciation is for the teachers we grew up in their hands and the individuals who have helped made the tough journey seems fraught-less and bearable.

Every one of you is true blessing from god…Thank you

Dedication

...In the name of Allah; most gracious and most merciful. All the praise is due to God alone the sustainer of the entire world

...To the one who has always been the coolest, like all the times when he said "yes" when my mother said "no": My father

...To the strong and gentle soul who taught me to trust in Allah, believe in hard work and that so much could be done with little: My mother

...To my soul mate with whom I can laugh with no extent ...with whom I can cry when times are tough... my partner in this work: Hammana Hamida

...To my friend, though her life was short, I will make sure her memory lives on as long as I shall live: Souane Asma

...To my sister and brothers

I dedicate this work

TRAAI Ahlem

Dedication

…To my shining diamonds; the ones who gave birth and sacrificed for my happiness, to the persons who filled me up with love, encouragement, and hope: MOM and DAD

…To the girl whom I fell myself with, my best friend and partner in this research :Traai Ahem

…To my fabulous brothers

…To my marvelous sisters

…To all my family and relatives

…To all my dear friends

…To the one who has gone out of our eyes but never of our hearts: Souane Asma

…To all my teachers for their tremendous help in my journey

I dedicate this work

HAMMANA Hamida

Abstract

This study seeks to investigate Oral Expression teachers' attitudes towards using teaching strategies based on multiple intelligences theory in the department of English at Larbi Tébessi University-Tébessa. Also, it examines students' multiple intelligences profiles and whether there is a difference among Oral Expression teachers in terms of the teaching strategies they use in the classroom. To this end, four assumptions have been formulated; the first states that Oral Expression teachers in the department of English at Larbi Tébessi University-Tébessa, have negative attitudes towards using teaching strategies based on multiple intelligences theory. The second suggests that almost all the types of intelligences are present in the Oral Expression class among third-year students of English in the same university. The third claims that Oral Expression teachers, in the same department, implement limited types of teaching strategies in their classes which do not match all the types of their students' intelligences, and the fourth assumes that those teachers do not take their students' types of intelligences into consideration when teaching Oral Expression module. Hence, a sample of 27 third-year LMD students and seven (07) teachers of Oral Expression, in the department of English at Larbi Tébessi University-Tébessa, participated in this study. The students responded to McKenzie's survey to identify their intelligence profile while the teachers answered a semi structured questionnaire. The obtained results show a general positive attitude among the teachers towards the use of teaching strategies based on multiple intelligences theory in the classroom. In addition, they reveal that Oral Expression teachers in the department of English at Larbi Tébessi University use different teaching strategies and that third-year students in the same department have different types of intelligences. In this sense, it is very important to mention that multiple intelligences' proposals need teachers' attention so that students' speaking and listening skills will develop and increase.

Keywords: Multiple intelligences theory, Students' multiple intelligences profiles, The teaching strategies, Attitudes , Oral Expression module, The speaking and listening skills

List of Abbreviations

CG: Control Group

EFL: English Foreign Language

EXG: Experimental Group

IQ: Intelligence Quotient

L2 : Second Language

LMD: License Master Doctorate

MI: Multiple Intelligences

MIT: Multiple Intelligences Theory

Pts : Points

Q: Question

List of Tables

List of Figures

Table of Contents

General Introduction

1. Background of the Study

By the beginning of the 21st century, the focus on education has been quickly increasing. The shift from a teacher-centered learning to a learner-centered learning resulted in the creation of many theories that challenged the narrowly defined intelligences, mainly the linguistic and logical-mathematical intelligences, among which Gardner's multiple intelligences theory (MIT) (Oprescu, 2011, p. 86).

In his theory of multiple intelligences (MI), Gardner tried to provide a new definition for intelligence. Thus, he provided a set of criteria for defining intelligence and declared the existence of eight types of intelligences. As a result, educationalists became so interested in MIT as it worked as a guide for enhancing learning and attributed for a well-educated person (Campbell & Campbell, 1999, pp. vi-9) and called for the action on the belief that "all children have strengths" (Hoerr, 2000, p. 5), upon which the syllabus should be adapted to meet all the students' needs.

2. Statement of the Problem

Based on the findings reported in the literature, teachers are highly influenced by their types of intelligences. In this respect, Gunst (2004) declared that:

> Teachers tend to use teaching strategies that aligned with their self-reported multiple intelligences. However, teachers need to be able to move beyond their strongest intelligence and incorporate several approaches in classrooms where students have varying abilities, interests, and aptitudes (cited in Dolati & Tahiri, 2017, p. 1).

In the Algerian context, this scenario is highly imposed; in which the program is presented to the learners as "one- size-fits-all" philosophy regardless of their different needs, capacities, styles and intelligences (Hammoudi, 2010, p. 1).Thus, this research strives to fill this gap by

investigating teachers attitudes towards the use of teaching strategies based on MIT and students' MI profiles.

3. Aims of the Study

The overall aims of this research are:

1. To investigate Oral Expression teachers' attitudes in the department of English at Larbi Tébessi University-Tébessa towards the use of teaching strategies based on MIT.

2. To investigate the nature of strategies implemented by the Oral Expression teachers in the department of English at Larbi Tébessi University-Tébessa.

3. To investigate the types of intelligences among third-year students of English at Larbi Tébessi University-Tébessa.

4. To provide teachers with ways as how to implement the theory of MIT to improve their students' speaking and listening skills.

4. Research Questions

Building upon the problem statement, the current study strives to answer the following research questions:

1. What are the attitudes of Oral Expression teachers in the department of English at Larbi Tébessi University-Tébessa towards the use of teaching strategies based on MIT?

2. What are the types of intelligences present in the Oral Expression class among third-year students in the department of English at Larbi Tébessi University-Tébessa?

3. Are there any differences among Oral Expression teachers in the department of English at Larbi Tébessi University-Tébessa in terms of the strategies they implement in their classes?

4. Do Oral Expression teachers in the department of English at Larbi Tébessi University-Tébessa take their students' multiple intelligences into consideration when teaching Oral Expression module?

5. Research Assumptions

It is assumed that:

1. Oral Expression teachers in the department of English at Larbi Tébessi University-Tébessa have negative attitudes towards the use of teaching strategies based on MIT.

2. Almost all the types of intelligences are present in the Oral Expression class among third-year students in the department of English at Larbi Tébessi University-Tébessa

3. Oral Expression teachers in the department of English at Larbi Tébessi University-Tébessa implement limited types of strategies in their classes which do not match all their students' types of intelligences.

4. Oral Expression teachers in the department of English at Larbi Tébessi University-Tébessa do not take their students' multiple intelligences into consideration when teaching Oral Expression module.

6. Methodology

The current study is quantitative in nature adopting the survey research as a research method. It seeks to find answers to the research questions addressed. To this end, a survey (Walter McKenzie's multiple intelligences survey) and a questionnaire are used. The survey is devoted for the students. It aims to investigate the students' types of intelligences. The questionnaire is directed to Oral Expression teachers at Larbi Tébessi University –Tébessa. It intends to investigate the types of strategies the teachers use in their classes and their attitudes towards the use of teaching strategies based on multiple intelligences theory. The population of this study consists of third-year LMD students' and Oral Expression teachers at Larbi Tébessi University in the department of English.

7. Structure of the Dissertation

The dissertation compromises two chapters. The first one includes two sections. The first section provides an overview of MIT whereas the second one deals with teaching strategies based on MIT. The second chapter is composed of three sections. The first one is devoted for the methodology. The second deals with data analysis and discussion of results and the third provides pedagogical recommendations for the application of MIT.

8. Operational Definitions of Key Terms

- **Attitude:** It demonstrates evaluation of a subject matter ranging from positive to negative (Albarracim, Johnson, and Zanna, 2005, p. 79).
- **Multiple intelligences theory:** a theory in psychology that attempts at the pluralization of the unitary concept of intelligence (Gardner, 1999, p. 115).
- **Teaching Strategies:** individualizing educational programs, that is to say, teachers implement interventions that target each student's types of intelligences (Armstrong, 2009,pp. 155- 157).

Chapter One: Literature Review

Introduction

Throughout history, teaching English as a foreign language has been subject to various theories. Traditionally, learners were treated in a uniform way regardless of their individual differences. However, Gardner's theory brings to light a new approach to learning that caters for students 'different intelligences and strengths. It offers a fundamental method of teaching to all kinds of learners. Thus, it increases students' chances for success. This study investigates Oral Expression teachers' attitudes towards using teaching strategies based on MIT in the department of English at Larbi Tébessi University-Tébessa.

This chapter is divided into two main sections. The first section is devoted to MIT, its definition, types, criteria for defining intelligence and its impact on teaching and learning English as a foreign language. The second section is concerned with learning and teaching strategies based on MIT.

Section One: Multiple Intelligences Theory: An Overview

1.1.1. Definitions of Intelligence

Many scholars tried to define the concept of intelligence. For Wechsler (1958, p. 07) intelligence, is not one entity, but rather a mixture of several entities including intentions, thoughts and actions. Additionally, Binet and Simon (Cited in Minton, 1998, p.06) define intelligence as:

It seems to us that in intelligence there is a fundamental faculty, the alteration or the lack of which, is of the utmost importance for practical life. This faculty is judgment, otherwise called good sense, practical sense, initiative, the faculty of adapting one's self to circumstances.

Boring (1923) relates intelligence to intelligence quotient tests (IQ) (Cited in Mass. et al, 2014, p. 12). Moreover, Piaget (1963) views intelligence as the mental capacity to relate new acquired knowledge to the already existing ones in the human's cognitive map. In this respect, he (1963) claims that: "Intelligence is the assimilation to the event that it incorporates all the given data of experience within its framework… there can be no doubt either, that mental life is also accommodation to the environment (Cited in Legg& Hutter, 2006, p. 5).

According to Peterson (2000) intelligence is "A biological mechanism by which the effects of a complexity of stimuli are brought together and given a somewhat unified effect in behavior" (cited in Leggo& Hutter, 2006, p. 5). He regards intelligence as the process by which individuals combine complex stimuli to produce a specific behavior.

1.1.2. Gardner's View of Intelligence

As a challenge to earlier views about **i**ntelligence, Howard Gardner (1999) developed the MIT which offered a radically different explanation. Gardner has expanded the term of "intelligence" to include other capacities that are independent of one another, as a way to

challenge psychologists' belief that "intelligence is a single faculty that one is either "smart" or "stupid" across the world" (Gardner, 1999, p. 34). Thus, he defines intelligence as the "bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of a value in a culture" (Gardner, 1999, p. 34-35). In addition, Gardner did not rely on the psychometric tradition, set of questions measuring intelligence, for defining intelligence. Hence, he offered eight separate criteria considering intelligence as something that can be developed throughout the person's life span.

1.1.3. Historical Background of Intelligence and Multiple Intelligences Theory

For centuries, when it has been believed that the mind is situated somewhere in the heart, the liver or the kidney, human beings started to be occupied with the notion of intelligence (Armstrong, 2009, p. 17). Many studies were held to solve the mystery behind this notion. Thus, different theories were devoted to examine both animals and humans' intelligence, the former was attributed to Charles Darwin while the latter was credited to his cousin Galton (Gokhan, 2016, p.1834).

At the beginning of the 20th century, many psychologists including Binet, Simon, Spearmen, and Thurstone, had great contributions to the comprehension of intelligence. Traditionally, intelligence has been argued among scholars as being general (the human potential to solve problems and conceptualize ideas) (Gokhan, 2016, p. 1834).

In 1904, the French psychologist Alfred Binet along with his colleague Theodore Spearman were asked by the French ministry of education to implement a tool that helps to predict which students are in danger of failure in school. As a result, Binet and Simon developed what came to be known as the IQ tests, which were in a form of short and direct questions (Armstrong, 2018, p. 1). Afterwards, many tests came into appearance measuring verbal memory, verbal reasoning, numerical reasoning, appreciation of logical sequences and

the one's capacity to solve daily life problems (Gardner, 1999, p. 12). However, Howard Gardner's view towards the IQ tests was different. He believed that these tests do not adequately evaluate individuals saying that "Intelligence tests represent but the tip of the cognitive iceberg" (Gardner, 1999, p. 03). Hence, he published his inspirational book *Frames of Mind* in 2011 in which he proposed the existence of eight types of intelligences.

At the first time the theory appeared, many educators have labelled MIT as learning styles. However, Gardner differentiated between them saying that the word "style" is the concept which indicates the approach applied by the individual equally in every aspect of his/her life, but the word "intelligence" denotes the ability that can be used in a specific situation or context (Armstrong, 2018, p. 14).

1.1.4. Multiple Intelligences Theory: Types of Intelligences

In 1983, MIT was proposed by the psychologist and the Ph.D., Professor at Harvard University Howard Gardner. He believes that studies on intelligence should not be restricted to normal people only but should include gifted persons and persons who suffer from brain damages. These considerations led him to suggest eight types of intelligences, indicating that each human being possesses them with different degrees. These abilities include: the linguistic intelligence, the logical/mathematical intelligence, the spatial intelligence, the musical intelligence, the bodily/kinesthetic intelligence, the personal intelligence including both (interpersonal and intrapersonal intelligence), and the naturalist intelligence (Bouchar, et al., 1996, p. 79). Later on, he suggested the existence of the ninth intelligence, "the existential intelligence", which is concerned with questioning the humans' existence and all the aspects that are concerned with life and death (Kezar, 2001, p. 143).

1.1.4.1. The Linguistic Intelligence

Every poet has the ability to manipulate and choose the exact needed words along with their appropriate meanings and respect the order among them. Also, he is able to make a harmony between sounds, inflections, rhythms and meter of words. This ability can make even poetry in an extraneous tongue preferable to be heard and read. In other words, the poet who possesses the verbal-linguistic intelligence can produce a poetry that is so beautiful to hear even if it is in a foreign language. Moreover, he has the sensitivity to the function of language including exciting, convincing, informing or simply pleasing the reader (Gardner, 2011, pp. 81-82). Despite the fact that not all of us are poets, but we still own these capacities in a considerable degree. Poetry cannot be acknowledged and appreciated by individuals unless it includes these aspects of language, and one could not expect to advance with any efficiency and success in the world without a significant demand of the linguistic tetrad of syntax, semantics, phonology and pragmatics. Linguistic competence as a matter of fact, is intelligence that all human species share (Gardner, 2011, pp. 81-82).

On account of this, linguistic intelligence is the ability to apply and use words correctly and appropriately within the context of both spoken and written language. Gardner (2011, pp. 82-83) states that there are four aspects of linguistic knowledge that should be taken into consideration. The first one is the rhetorical aspect which denotes the capacity of using language to persuade others of a course of action and to accomplish certain goals. The second aspect is the mnemonic potential of language which means the capability to recall and remember data. The third aspect of language occurs in its role of explanation and clarification. Thus, language is the ideal tool for transmitting terms. Moreover, it is responsible for elaborating and clarifying current scientific developments. Lastly, there is the meta-lingual aspect which reveals that language can be used to describe itself (Gardner, 2011, pp. 82-83).

1.1.4.2. The Musical Intelligence

The musical talent can be considered as the first earliest gift that came to light among all the gifts that individuals may be endowed with. The reason behind both this early emergence and the nature of this endowment remains ambiguous and doubtful (Gardner, 2011, p. 105).

In describing the musical talent, Gardner provided an illustration of three pre-school children. The first child is a Japanese youngster who plays the violin with a high level of professionalism and sensitivity. The second one is an autistic child who sings an entire aria after just hearing it one time, and the third is a child who grew up in a musical family and who performs a minuet, that he composed, on the piano. This children's high degree of musical competence that came to sight within these three early performances cannot be appreciated and realized by anyone (Gardner, 2011, p. 106).

Hence, the individual's musical intelligence could be seen and discovered at a very early age. This type of intelligence is the ability to recognize, distinguish, compose and perform all musical patterns. Individuals with musical intelligence are sensitive to the core elements of music which are the rhythm, the pitch and the tone. According to Gardner (2011), each individual, who is attached and connected with any sort of music, should possess these abilities.

1.1.4.3. The logical- Mathematical Intelligence

Logical-mathematical intelligence is the capacity to ponder scientifically as well as to break down and solve problems logically. Individuals who own these skills are sensitive to the processes of classification, grouping, organization, computation, deduction, reasoning and testing hypothesis (Armstrong, 2009, p. 6). In 2011, Gardner stated that this skill which is characterized by the facility of understanding logical patterns and relationships between numbers develops into huge abstract and profound thinking skills. Also, he (2011, pp. 136-

140) mentioned that even Piaget tackled this idea of developing the abstract thinking skills. He explained the procedures that children follow in order to elevate and develop their logical thinking, from comprehending the correlation between humans and objects to extremely higher degree of thinking that involves sophisticated abstract thoughts without relying on concrete objects or situations (Gardner, 2011, pp. 136-140).

1.1.4.4. The Spatial Intelligence

Just like the musical intelligence which entails rhythmic and pitch abilities, and the verbal-linguistic intelligence which compromises syntactic and pragmatic abilities, the visual-spatial intelligence too, consists of an amalgamation of several capacities. These capacities entail deciphering instances of the same element, the capacity to recreate or realize the change of one element to another, the capacity to create nonconcrete images and be able to transform them along with the ability to recognize colors, shapes, spaces, lines, or patterns, and the ability to comprehend and perceive the outer world accurately. All these abilities work together as a family, and the use of one of them will lead automatically to use the others (Gardner, 2011, pp. 183-185).

To test the spatial ability, Gardner (2011) provides the example of the traditional intelligence testing: recipients will be given a specific target item along with other items, and they will be asked to identify which form is identical to it and which form is a rotation of it. Also, Gardner (2011) stated that "…there is a perceptual system common to both the tactile and visual modalities: insights gleaned by normal individuals from a combination of these modalities prove accessible to the blind from the tactile realms alone" (P. 195). This means that even the blind individuals can own and develop the spatial ability just like the linguistic intelligence which can develop in individuals who lack the modes of communications which involve the auditory –aural channels.

1.1.4.5. Bodily-Kinesthetic Intelligence

When speaking about the talented use of the body, it is equally essential to refer to Greeks particularly during the Classical Era. Greeks honored the glamour of human's shape. They wanted to establish an agreement between the body and the mind in which the body can react to the thoughtful potential of the mind and the mind adopted to properly use the body (Gardner, 2011, p. 2019) Traditionally, it was quite surprising to talk about the use of the body as a type of intelligence since all what is mental was thought to be conducted through the use of language and logic. However, recently, psychologists, among whom Sir Frederic Barlett, started to consider the neuropsychological and intellectual strength of humans who skillfully use their bodies (Gardner, 2011, pp. 219-220).

Fine motor movements and grosser motor actions are different forms one can use his/her body. While the first, fine motor movements, refer to the use of hands and fingers to perform certain actions such as when typing, shooting, or even playing piano, the second, grosser motor actions involves the utilization of one's whole body for example boxing, football and running (Gardner, 2011, p. 221).

Bodily kinesthetic intelligence consists of body utilization in a talented and sophisticated manner. Human's body can be used differently in different kinds of performances: in dancing, cadenced exercising of the body along with other prerequisites and the exertion of hands along with other objects. Such performances denote a bodily-kinesthetic intelligence but it comprises other types of intelligences. Inventors for example do not rely only on their bodily-kinesthetic intelligence when manipulating devices, but they do also count on their spatial and logical-mathematical intelligences (Gardner, 2011, pp. 222-250).

1.1.4.6. The Personal Intelligences

The concept of personal intelligence could be traced back to the works of Sigmund Freud and James who honored the individual: his character, development and destiny. However, their orientations were different. While James was preoccupied with how a person could establish social relationships with others, Freud paid more attention to the knowledge one can have about him/herself (Gardner, 2011, pp. 251-253).

In this respect, Gardner provided nomination for each of the personal intelligences' types both Freud and James talked about. He referred to one's ability to understand his/her feelings and act upon them as intrapersonal intelligence which can be viewed in the novelist, who can express his/her emotion in his/her works, the patient who is capable of knowing his/her sentiment and the old sage man who can educate others making use of his own experience. The second type is interpersonal intelligence which refers to the capacity to recognize and distinguish between others in terms of their objectives, state and personality. It is figured out in the infant's ability to discover others' attitudes, in the adult's preparedness to decipher others' goals and act accordingly. Interpersonal intelligence can be seen in the parents, teachers, therapists and political and religious chiefs (Gardner, 2011, p. 253). Personal intelligences, unlike other types of intelligences are culturally bounded and their value differs from one culture to another. Culture provides people with symbolic codes without which accurate interpretations cannot take place. Personal intelligences develop as the child gets older. When he is one year old, the infant starts to show belongings to his/her mother and gradually the relation gets stronger and stronger. Personal intelligences are highly built during the period of adolescence when people start to care for emotions and become more sensitive as never before. Moreover, Gardner assumes that the more one can understand the feelings of others, the more they can communicate accurately. In a nutshell, personal intelligences are perceived to be as significant as other forms of intelligences (Gardner, 2011, pp. 254-292).

1.1.4.7. The Naturalist Intelligence

Naturalist is a term used to describe a person who has the capacity to categorize and distinguish between different forms of natural organisms. The role that a naturalist plays in his/her environment is appreciated by culture, especially those who can identify strange and quite threatening species. Naturalist is not only bound to human beings, it is found also in birds' ability to differentiate between animals and plants that do or do not belong to their environment. Biologists' life history proves that children at an early age are drawn onto the natural organisms and can easily distinguish them among other creatures through photos, drawings or even direct contact with those living organisms (Gardner, 1999, p. 48-52).

1.1.5. Key Points in Multiple Intelligences Theory

Armstrong (2018, pp. 11-13) highlighted the following key points in MIT:

- All human beings own the eight types of intelligences, and the extent to which they exist differs from one person to another. Some people are good in all the types, others are average and a certain category of impaired persons are deficient in all the types.

-Despite the fact that it is believed that human beings were born with innate capacities to perform certain exercises related to the type of intelligence they are endowed with and not others, Gardner suggests that intelligence is not inborn but can be rather developed through support, enrichment and guidance.

- Since it is believed that all people possess the eight intelligences, Gardner (Cited in Armstrong, 2018, pp.12-13) believes that all intelligences are involved altogether in all activities.

- There is a variety of methods to prove being intelligent in a particular domain. For example, a person, who cannot read but can tell a story, can be considered as linguistic.

1.1.6. The Criteria of Intelligence

Armstrong (2018, pp. 5-11) provided eight criteria that are required for each type of intelligence to be considered as such:

1.1.6.1. Potential Isolation by Brain Damage

When working with people who undergo accidents that attacked particular places in the brain, Gardner found that, in most cases, those brain injuries have damaged one type of intelligence and kept the others uninjured. For example, a person with damage in Broca's area might have impaired the linguistic intelligence, but still can sing, act, reflect on feelings…. As a result, Gardner (Cited in Armstrong, 2009, p. 09) concluded that there exist eight independent brain systems for he found that those accidents have damaged one type of intelligence and kept the others uninjured. The following table includes the primary regions and sub regions specific to each type of intelligence.

Table 01: Primary Regions and Sub Regions Related to Each Type of Intelligence (Shearer. B, 2018)

The intelligence	Primary regions	sub regions
Interpersonal	Frontal Temporal Cingulate Parietal	Medial-Temporal Amygdala Dorsolateral PFC Anterior Cingulate Superior Temporal Sulcus
Intrapersonal	Frontal Cingulate Temporal Parietal Subcortical	Prefrontal –cortex Anterior Cingulate Dorsomedial PFC Lateral Prefrontal Ventromedial
Logical-Mathematical	Frontal Parietal Temporal	Prefrontal Intraparietal Sulcus Inferior Parietal Lobule
Linguistic	Temporal Frontal Parietal	Superior Temporal Gyrus Inferior Frontal Gyrus Broca's Area Posterior Inferior Frontal Gyrus
Spacial	Frontal Parietal Temporal Occipital	Premotor cortex Motor Cortex Medial Temporal Prefrontal
Musical	Frontal Temporal Subcortical Cerebellum	Superior Temporal Gyrus Primary Auditory Cortex Premotor cortex Basal Ganglia Supplementary Motor
Kinesthetic	Frontal Parietal Subcortical Cerebellum	Motor Cortex Primary Motor Cortex Premotor Cortex Basal Ganglia
Naturalist	Temporal Subcortical	Superior Temporal Sulcus Amygdala Brainstem Thalamus Midbrain Basal Ganglia

1.1.6.2. The Existence of Savants, Prodigies, and Other Exceptional Individuals

Gardner (Cited in Armstrong, 2009, p. 09) demonstrates that some individuals may have capacities in one type of the intelligences while being deficient in others. There exist savants who excel in mathematical tasks, yet having low linguistic abilities.

1.1.6.3. A Distinctive Developmental History and a Definable Set of Expert "End-state" Performance

Gardner (Cited in Armstrong, 2009, p. 09) demonstrates that each type of intelligence has its own developmental history; its time of emerging, flourishing and disappearing as one gets old. Some types of intelligences seem to summit in early stages of human development, for example musical intelligence, while others may peak somehow late such as linguistic and mathematical intelligences.

1.1.6.4. An Evolutionary History and Evolutionary Plausibility

Gardner assumes that each type of the eight intelligences proves to have roots in the evolution of human beings. For example, Lauscaux drawings (Cited in Armstrong, 2009, p. 13) are proof for the existence of spatial intelligence. He asserts that some intelligences' types may have been more appreciated than nowadays such as naturalist and bodily-kinesthetic intelligences, and others may become more significant in the future like spatial intelligence.

1.1.6.5. Support from Psychometric Findings

Although, Gardner is none of the supporters of the standardized tests, he suggests that they can be used for support of MIT such that of Wechsler Intelligence Scale for children which is an intelligence test that contains 15 subtests. It aims to obtain dynamic and clinical information (Alfonso et al., 2010, p. 01)

1.1.6.6. Support from Experimental Psychological Tasks

Gardner suggests that by having a look at psychological studies we can certify that intelligences are working separately. Some people, for example, may memorize words but not faces, and perceive musical sounds and not verbal sounds.

1.1.6.7. An Identifiable Core of Operations or Set of Operations

Gardner says that each type of intelligence has a set of operations. For example, in bodily-Kinesthetic intelligence, one needs to be able to imitate others' physical motions to have the capacity to use hands to manipulate objects.

1.1.6.8. Susceptibility to Encoding in a Symbol System

According to Gardner using symbols is one of the best indicators of intelligence. Each type of intelligence has particular symbols such as spoken and written languages, graphic languages (linguistic intelligence), and ideographic languages (spacial intelligence)...

1.1.7. The Impact of Multiple Intelligences Theory on Teaching and Learning English

According to Derakhshan and Faribi (2015) teaching English while taking into consideration the MI of both teachers and students would lead to both better and effective teaching and learning processes. It was noticed by researchers through their experience in teaching English as a foreign language that there is a difference among students in grasping the information during learning English. Most of them faced some obstacles and difficulties in learning some tasks in specific situations, but they were excellent at other activities in the class (Derakhshan & Faribi, 2015). Derakhshan and Faribi (2015, pp. 66-68) argued that teachers should discover the types of their students' intelligences and rely on them in the teaching process so that they create a successful atmosphere that helps to:

1- Manage lesson plans that suit all the learners' needs during their learning process.

2- Make learners develop their understanding of their intelligences.

3- Make students comprehend and perceive their strengths as well as create a connection to their own experience so that they will be encouraged to be active in the classroom and motivated to learn.

4- Provide students with a variety of methods to learn so that they meet their preferred and desired way of learning.

5- Appreciate and respect students' several skills used in the classroom.

Applying the MIT in the classroom will also motivate teachers to be creative in designing their strategies of teaching, because when they design activities for each type of intelligence, they will automatically expand their methods' repertoire. Also, when teachers accept their strengths and weaknesses, they will appreciate the other teachers' styles and potentials. Thus, a climate of co-operation and collaboration will be created between both teachers and students (Derakhshan, Faribi, 2015, pp. 69-70).

1.1.8. Principles for the Application of Multiple Intelligences Theory

According to Pritchard (2009, p. 37) there are some principles that should be applied in the classroom if the idea of MIT would be taken seriously:

1-Teachers should encourage students to use their desired intelligences in the process of learning.

2- Activities and instructions should be based on all the types of intelligences existing in the classroom.

4- When teachers asses their students' level, they should base their assessment on measuring all their students' forms of intelligence.

In schools where the current approaches to learning and teaching are fixed, limited, and do not rely on the MI of each learner, the teaching processes and programs should be reconstructed and recreated. Thus, these programs will be open to both teachers and learners' interpretations and all the aspects of practice existing in Gardner's MIT will be applied (Pritchard, 2009, p. 37).

Section Two: Teaching Strategies Based on Multiple Intelligences Theory

1.2.1. Historical Perspective of Learning

The history of the psychology of learning can be traced back to the late nineteenth and early twentieth century. The American physician and philosopher William James is the first one who started studying the cognitive operations stating in 1890 (as cited in Pritchard, 2009, p. 3) that "the science of mental life" is what defines psychology. Thus, from this consideration, the study of both human's mind and behavior as well as the study of learning started to emerge (Pritchard, 2009, p. 3).

In learning, the basic concern of psychologists was centered on humans' behaviors; they referred to the realm of learning psychology as "behaviorism". Along with the development of this branch, another interest which indicated that the invisible cognitive operations involved in learning have a significant relevance with the perception of how we learn came to light. Thus, two branches of the psychology of learning appeared and they have made a crucial effect on teaching practices, behaviorism, which is related with humans' behaviors and constructivism which is concerned with knowledge that involves the perception of the cognitive processes (Pritchard, 2009, p .3).

1.2.2. Learning and Teaching

The learning process which is defined by psychologists as "a change in an individual caused by experience" (Brown, 2007,p. 7), and the teaching process which is " showing or helping someone to learn how to do something , giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand"(Brown, 2007, p. 8), are interrelated.

Teaching is the guide and the key that opens the unlocked doors of learning; it permits students to learn and to set conditions for learning. Teachers should be aware of their students' preferred way of learning so that they can successfully design their teaching strategies which suit them and their students as well (Brown, 2007, p. 8)

1.2.3. Multiple Intelligences Based Instruction

Dryden and Vos (2005) indicated that many teachers around the world are still teaching in ways similar to the black board and chalk-desk-in-rows classroom model (Cited in Gouws, 2007, p. 61). Thus, teaching and learning strategies have to be adapted to meet students' differences and teach beyond the traditional intelligences, namely linguistic and mathematical intelligences. To do so, teachers are recommended to establish MI based classrooms (Gouws, 2007, p. 61)

When the MIT came to light; teachers started to get excited about it. They were asked to implement a variety of teaching and learning strategies and assessment techniques that indulge for students as unique individuals (Gouws, 2007, p. 61). Gardner and Blythe (1991, p. 33) assert that: "MIT proposes that people use at least seven relatively autonomous intellectual capacities each with its own distinctive mode of thinking to approach problems and create products".

1.2.4. Learning Strategies

Learning strategies are the treatments that students should receive so that they can ameliorate and develop their learning process. These strategies are very essential for language learning because they are the equipment that guide learners and help them in developing their communicative competence (Oxford, 1999, p, 01).

Though the notion of language learning strategies was conceived just recently by researchers, the use of these strategies dates back to thousands of years ago. One example from these techniques is the use of mnemonics or memory aids in ancient times by storytellers to recall their lines (Oxford, 1990, p. 01).

Currently, throughout education, learning strategies are turning out to be widely known. Being named as language skills, thinking skills and problem solving skills, these strategies were defined by Rebecca Oxford (1990, p. 2) as the techniques used by students in order to acquire a great variety of information and skills in the classroom.

1.2.5. Teaching Strategies Based on Multiple Intelligences Theory

MIT has provided teachers with a variety of teaching strategies. In some cases, these strategies are known for teachers, whereas, in other cases, they can be new for them. MI Strategies prove to be effective with a group of learners and not for all of them since it depends on the type of intelligence targeted in each session (Armstrong, 2009, p. 72). In this respect, Armstrong (2009, p. 73-97) provided teachers with teaching strategies related to each type of intelligence that can be best used with children.

1.2.5.1. Teaching Strategies for the Linguistic Intelligence

The excessive attention given to the linguistic intelligence made of it the easiest type to design teaching strategies for. The following strategies are but complimentary to the textbooks, worksheets and lectures.

1.2.5.1.1. Storytelling

Despite being conceived as a means of entertainment, storytelling is a very important teaching tool that teachers could use to teach new concepts and information. Storytelling is not bound to human sciences. It can be even used to teach mathematics. Thus, teachers can

use original stories or make their own ones in which they include elements related to the lesson.

1.2.5.1.2. Brainstorming

During brainstorming, learners produce dozens of ideas. Therefore, teachers should count for everything learners come with and place them on the board. After all students have participated, teachers should group the different thoughts into a meaningful project.

1.2.5.1.3. Tape Recording

Tape recorders are estimable audio devices because they give learners insights about their current linguistic deficiencies and how to overcome them. Moreover, they can be used to talk about objectives, as alternatives for writing and as a tool to share experiences with colleagues.

1.2.5.1.4. Journal Writing

Journal writing involves learners to keep on writing about any, or a specific topic. It can be used in different subjects: in science, math, literature…

1.2.5.1.5. Publishing

Completing papers to fulfill assignments develops boredom for learners. However, giving students chances to publish their works, having fans of their writing styles and caring for what they write, motivate students and empowers their linguistic intelligence.

1.2.5.2. Teaching Strategies for Logical-Mathematical Intelligence

Generally, logical-mathematical intelligence is limited to math and science courses. However, there are recommendations for the application of this type of intelligence in all subjects. To do so, Armstrong (2009) provided the following five strategies:

1.2.5.2.1. Calculations and Quantifications

In an attempt to make school reforms, teachers are motivated to include numbers in different subjects. Numbers are highly introduced in literary works, such as in Virginia Woolf's "To the Light House", a reference to 50 pounds to fix a roof, and Doris Lessing's "Through the Tunnel", a boy counting how long it takes him to stay underwater in comparison to experienced divers

1.2.5.2.2. Classifications and Categorization

This approach is of such a high importance that it allows arranging and organizing fragmented information into lists that can be easily remembered and discussed afterwards. Examples of logical structures include: time lines, mind maps…

1.2.5.2.3. Socratic Questioning

As a reaction to the traditional view of teachers as information feeding, Socrates calls for classes in which teachers participate in dialogues with students by asking them about their opinions towards particular topics, then guiding them to correct wrong perspectives. This strategy aims at refining students' critical skills rather than devaluing them.

1.2.5.2.4. Heuristics

Heuristics consists of sets of teaching/learning procedures and approaches for critical problem solving. Examples may include looking for correspondences to a problem you want to solve, dividing it into parts and suggesting possible solutions. Heuristics may expand to other subjects rather than being applicable only in math and science.

1.2.5.2.5. Science Thinking

Teachers should expand scientific ideas in all subjects. They can mix science and history (the effects of atomic bombs on the Second World War), science and global issues (over population).

1.2.5.3. Teaching Strategies for Spatial Intelligence

Schools have long been depending on the blackboard as the visual mode of presenting information to students though it is linguistic in nature. Spatial intelligence is quite related to pictures, drawings and movies. The following five strategies are assigned to use students' spatial intelligence (Armstrong, 2009, pp. 79-82).

1.2.5.3.1. Visualization

This strategy involves students to create a mental "inner blackboard" (Armstrong, 2009, p. 80) in which they put down everything they want to remember and retrieve them when they are needed. Moreover, it involves students to close their eyes and draw pictures about what they have read or studied. Such kind of activities may include other types of intelligences (e.g., kinesthetic, verbal and musical intelligences.)

1.2.5.3.2. Color Cues

Despite the fact that some students, namely spatial students, are highly sympathetic to colors, schools are still stacked with black and white. Therefore, there are a variety of methods to use colors as a learning strategy. Teachers can provide their students with colored pens and pencils. They may ask them to highlight in colors important and key points they want them to focus on and remember. Teachers can even ask students to use their favorite colors when dealing with something they could not understand.

1.2.5.3.3. Picture Metaphor

Metaphor is the comparison of two unrelated ideas. Picture metaphor conveys this notion in a visual image. It operates more with children who are considered by psychologists to be masters of metaphors. Teachers can use metaphor to teach new items. The educational implications of metaphor are that it allows students to inaugurate associations between new and previous knowledge.

1.2.5.3.4. Idea Sketching

Throughout the examination of the notable figures' journals, it has been found that those people have used simple drawings in presenting their strong views. Thus, teachers are induced to encourage students to draw quickly everything being taught. "The Idea Sketching strategy involves asking students to draw the key point, main idea, central theme, or core concept being taught" (Armstrong, 2009, p. 81).Sketching can be used to foreground certain concepts and assess students' comprehension.

1.2.5.3.5. Graphic Symbols

As a resistance to the traditional teaching ways which encompass writing words on the board, teachers are recommended to strengthen their teaching with drawings or graphic symbols. It is not necessary that teachers show elevated drawing skills. By contrast, it is typical to exhibit inferior drawing skills so that students would not feel timid about their own drawings.

1.2.5.4. Teaching Strategies for Bodily Kinesthetic Intelligence

Giving students the chance to learn and act in a natural way may result in better comprehension, memory, and attentiveness. Armstrong (2009, pp. 82-85) introduced

strategies that can be used when targeting the bodily-kinesthetic intelligence while teaching school subjects.

1.2.5.4.1. Body Answers

When following this strategy, students are required to use their hands when answering such as raising hands to denote comprehension. Students can smile, blink one eye, and raise fingers and so on…. Teachers can ask their students to use their bodies to interrupt them during the lecture when facing something ambiguous. For example, using facial expressions to indicate disapproval.

1.2.5.4.2. Classroom Theatre

Exposing students to a variety of tasks is quite interesting to them. Teachers can ask students to perform the text to be learned or the problem faced. Classroom theatre can take different forms such as one-hour play to summarize the content of the subject at the end of the semester. It can be done without any materials or using objects like puppets taking the roles of the soldiers to enact a battle.

1.2.5.4.3. Kinesthetic Concepts

The kinesthetic concepts strategy entails that students mime certain ideas, words or expressions included in the lesson in a way somehow similar to the game of Charades, one person performing a concept that the others have to predict (Lopez &Sukal, 2007, p. 56). It comprises that students change linguistic or logical symbol systems into merely bodily-kinesthetic expressions. Political revolution, supply and demand, biodiversity and the epiphany (of a novel) are good examples of concepts that can be communicated through physical gestures.

1.2.5.4.4. Hands-on Thinking

Chances to learn by handling objects or making things by hand are open to students who are greatly developed in the fine motor aspect of bodily-kinesthetic intelligence. Teachers started to incorporate such opportunities in different subjects. For example, students can participate in experiments and lab works, building parades of the rain forest for an ecology lesson.

1.2.5.4.5. Body Maps

The human body can be referred to as an appropriate teaching tool for particular learning fields. Using fingers when counting and calculating is by far the most conventional method. Moreover, in geography, body parts can be used to represent countries or cities of different locations. By repeating physical actions, students can better internalize ideas through those movements.

1.2.5.5. Teaching Strategies for Musical Intelligence

For centuries, songs were the medium through which people have transformed knowledge from one generation to another. However, schools have not yet recognized the importance of using music in teaching (Armstrong, 2009, pp. 85-87). The following strategies can help teachers incorporate music in their classes.

1.2.5.5.1. Rhythms, Songs, Raps, and chants

Teachers can take the main points and the central themes of the lesson and put them into a rhythmic composition or the tunes of students' favorite songs and ask one student to sing and others to repeat. Teachers can even ask students to compose songs of their own that summarize the content of the subject.

1.2.5.5.2. Discographies

When providing students with the lessons to be learnt during the semester or the school year, teachers could accompany their outlines with lists of recorded musical selections, tapes, mp3 files, compact disc and other audio-formats that can work as illustrations for the content. For example, teachers can teach history with music such as playing songs related to the "Civil War" including "Tenting Tonight" by Francis Towers and "When Johnny Comes Marching Home Again" by Judy Garland. After listening and reflecting upon the song, the class can have discussions about the song in relations to the era that it represents.

1.2.5.5.3. Super Memory Music

Western researchers found that students can better store information in their memory when listening to the teacher's explanation supplemented with a musical background. Thus, students would feel comfortable learning information rhythmically.

1.2.5.5.4. Musical Concepts

Another creative way for teaching ideas, patterns or designs is the use of musical pitch.

1.2.5.5.5. Mood Music

Before starting the lesson, teachers can refresh students' minds by playing a song or sound effects that psychologically prepare them for the lesson.

1.2.5.6. Teaching Strategies for Interpersonal Intelligence

The development of cooperative learning was of great value to social learners. However, students may differ in the degree to which they possess interpersonal intelligence. Thus, instructors should be acquainted with teaching methods that integrate interaction. The

following strategies can be used to help interpersonal students meet their needs of belonging and connection (Armstrong, 2009, pp. 87-91).

1.2.5.6.1. Peer Sharing

It is the easiest strategy to apply in a MI class. It requires teachers to ask students to turn to each other and have discussion about what they have been taught or brainstorm previous knowledge about the lesson to be taught for a period of 30 seconds or longer. Students may share knowledge with a nearby mate or others so as to build relationships with every student in the class.

1.2.5.6.2. People Sculptures

People sculptures exist when people are invited to psychologically represent a concept. For example, for a lesson on invention, students can create people sculpture in which each student represents an invention. In language class, people sculptures can be created to represent spelling words (each student represents a word). Teachers can appoint students to form the sculpture or let them organize themselves.

1.2.5.6.3. Cooperative Groups

The essence of cooperative learning is having small groups, of three to eight members, working together in the same assignment. Cooperative learning groups may tackle the instruction differently. The group may distribute responsibilities in a variety of ways. Students may adopt activities according to the structure, one student does the introduction, another does the body, and one for the conclusion. Moreover, they may assign different roles for the group. Cooperative groups are mostly applicable to MI based teaching for they can include students of different types of intelligences.

1.2.5.6.4. Board Games

Board games are enjoyable methods for students to learn in an unofficial social context. From one side, students are talking, reviewing English rules, throwing dice and having fun. From the other side, they are learning rules and concepts emphasized in the game. Board games can be applied using magic markers, a pair of dice, people or colored cubes.

1.2.5.6.5. Simulation

A simulation comprises a group of people joining each other to construct an "as-if" environment. For example, students studying a historical period may wear clothes of that time, change the classroom into a place that could have existed then and act as if they were living in that time. Despite the fact that this strategy includes other types of intelligences such as bodily-kinesthetic, linguistic and spatial ones, it is covered in the interpersonal section because it involves interaction among students which may help them in comprehension.

1.2.5.7. Teaching Strategies for Intrapersonal Intelligence

It seems to be such a confined entourage to spend much more time in a class with a large number of people with a strong intrapersonal intelligence. Thus, teachers need to provide students with opportunities to exercise a learning atmosphere that values individuality and independent students. Hence, these strategies help attain this objective (Armstrong, 2009, pp. 91-93).

1.2.5.7.1. One Minute Reflection Period

It is practical to offer students time (one minute or more) at the end of the session for self-examination or thinking. This method gives students the opportunity to reflect upon the knowledge presented and relate it to events in their personal lives. During reflection time,

students are required to keep thinking silently. However, teachers might use background "thinking" music as an operation.

1.2.5.7.2. Personal Connections

Generally, students with a highly developed intrapersonal intelligence ask the question "what does all this have to do with my life?" (Armstrong, 2009, p. 91). Hence, it is up to the teacher to answer this question by frequently making associations between what is being taught and their students' personal lives. They may do so through statements like ("you may wonder what this has to do with your lives…?"). For instance, to introduce a lesson on geography, the teacher may ask "has anybody ever been to another country? What country?" Students then describe the countries and place them on the geographic map.

1.2.5.7.3. Choice Time

Giving students choices is a basic principle for good intrapersonal teaching strategies. Choice time consists of giving students the chance to decide about their learning. The choice time may be small (the activity) or open-ended (the project to do during the semester). Choices may be related to content (the topic) or the process (the method through which to present the project).

1.2.5.7.4. Feeling Toned Moments

Acknowledging the fact that human beings possess an "emotional brain", requires teachers to teach with feeling. This strategy recommend that teachers are responsible for modeling lessons in which students laugh, cry, feel angry, get excited, or feel a variety of emotions.

1.2.5.7.5. Goal Setting Sessions

Highly developed intrapersonal learners are known for their ability to set attainable goals for themselves. Hence, educators are responsible for helping their students in their preparation for setting goals. These goals may be short-term (things they would like to learn today) or long-term (things they would like to achieve 25 years from now). Goals can be related to life or academic contexts.

1.2.5.8. Teaching Strategies for Naturalist Intelligence

For children who learn best through nature, a school building deprives them from their favorite way of learning. To solve this problem; teaching approaches are open for teachers to follow, either by taking children outside to a natural setting or bringing the natural world to the class. The strategies included in this type of intelligence are drawn from one or both of these approaches (Armstrong, 2009, pp. 93-97).

1.2.5.8.1. Nature Walks

Teachers should regard the importance of "a walk in the woods" (Armstrong, 2009, p. 94), or any other similar walking distance of the school, in order to strengthen components learned in the class. Basically, all school subjects can be studied in nature walks. In literature or history class, nature walks might be useful to re-enact shows or form the story of a certain period in history. Nature walks may inspire students to write, draw or do other activities.

1.2.5.8.2. Windows onto Learning

Generally, kids in the class do look out the window being more interested in what is outside more than what is presented in the lesson. Hence, teachers should design "looking out the window" (Armstrong, 2009, p. 95) strategies. Such a technique can be used in weather study; bird watching, understanding time (the effect of seasons on grass and plants…). For

classes that do not contain windows or have windows that do not look onto nature, the teacher can help students imagine that they do have imaginary windows in order to produce creative writings.

1.2.5.8.3. Plants as Props

Bringing nature into the classroom can be an alternative for teachers who cannot go on nature walks and those who do not have a window through which to look into nature. Using plants as a learning material is very advantageous. In teaching history, plants can be talked about in terms of herbal medicines, foods or even poisons. Moreover, plants can be used as a metaphor for learning when comparing the growth of the students to the growth of the plants.

1.2.5.8.4. Pet- in-the-Classroom

Many school classrooms have a "class pet" (Armstrong, 2009, p. 96) kept in an appropriate container. Having a pet in the class creates a "safe place" (Armstrong, 2009, p. 96) for naturalists who would feel the sense of caring for nature' being. It helps in developing observation by having children who keep taking notes about a pet behavior. A pet in the class creates a sense of "reality check" (Armstrong, 2009, p. 96) for both teachers and learners.

1.2.5.8.5. Eco-Study

Eco-study imposes the notion that history, math, geography, literature, or any other school subject should be studied in relation to the ecology of earth. In essence, ecology should not be taught as a separate course or unit but rather as a part of each subject. For example, if the topic is about percentages or proportions, the teacher may ask the students to examine the percentage of rain forest in Brazil compared to what it was in 1900.

1.2.6. Integrating Multiple Intelligences Theory in the Speaking and Listening Skills

- **The Speaking Skill**

Speaking is an interactive process that includes certain skills such as presenting, requesting, suggesting and advising (Salem, 2013, p. 56).

- **The Listening Skill**

Witkin (1990) defines listening as "a complex process that is performed cognitively but perceived behaviorally" (as cited in Janusik, 2007, p. 139).

- **Integrating MIT in the Speaking and the Listening Class**

Presenting a useful environment helps language speakers to speak and exchange information freely with one another. Howard Gardner's MIT provides a solid ground for the dominance of the learner's role over the teacher's role. It encourages learners' participation and makes them active speakers as it employs appropriate teaching strategies (Salem, 2013, p. 55).

Conclusion

Learning approaches and strategies are several and each individual has his/ her own style of learning. That is why MIT came to light; it is a student centered approach which concentrates on student's positive potentials and strengths. The American Psychologist Howard Gardner, because of his dissatisfaction with scholars' view of intelligence, released in his book "*frames of mind*" that each individual owns a wide range of abilities that are uniquely combined. He proposed eight types of intelligences, and then he speculated the existence of the ninth intelligence which is called "existential intelligence". Gardner wanted to provide better comprehension of students' preferred way of learning as well as their differences and how teachers can deal with them.

Chapter Two: The Field Work

Introduction

The current research was supposed to study the effect of teaching strategies based on MIT on students' academic achievement in Oral Expression course. To this end, a quasi-experimental research was supposed to be conducted on third-year LMD students whom the researchers have chosen due to their age, being more responsible and knowledgeable to research conditions. In addition, they are taught by the same teacher. The researchers started conducting the experiment (the pre-test and the 1st session of the treatment) but due to the widespread of Covid-19 (Corona Virus), they resorted to the survey method.

This chapter presents an elaborate explanation of the research methodology used in this study. It attempts to investigate Oral Expression teachers', in the department of English at Larbi Tébessi University-Tébessa, attitudes towards the use of teaching strategies based on MIT, and the nature of strategies they use in their classrooms. It, also, tries to identify third–year LMD students', in the same department, MI profiles.

This chapter is divided into three sections. The first section offers a detailed description of the research methodology used in this study. The second section is directed to the analysis and discussion of the results and the third section provides pedagogical recommendations for the application of MIT.

Section One: Research Methodology

2.1.1. Research Setting

The current research is conducted in the department of English, at Larbi Tébessi University –Tébessa. In addition, it was resumed using social networks, to do safely, after the spread of Covid19 (Corona Virus).

2.1.2. The Population

Population refers to the whole group of people or set of objects, even those who are not part of the experimental study (Anderson & Arsenault, 2005). The population of this study consists of third-year LMD students in the department of English, at Larbi Tébessi University-Tébessa, which is composed of 52 students, to mark their strong types of intelligences. In addition, it includes Oral Expression teachers, in the same department, in order to investigate their attitudes towards using teaching strategies based on MIT and the nature of strategies they implement in their classes.

2.1.3. The Sample

A sample is a part of the population selected to represent the population as a whole (Anderson & Arsenault, 2005). It is worth to note that the sample of the study has been non-randomly chosen. It consists of 27 students and seven (07) teachers of Oral Expression module. The researchers chose third year because of the reasons already mentioned. The teachers were purposefully chosen because the research scope is limited to the listening and the speaking skills.

2.1.4. Research Approach

The current research is quantitative. It seeks to find answers to the research questions addressed. It also tries to test the assumptions stated at the beginning. The quantitative approach provides an insight about students' strong types of intelligences and teachers' attitudes towards the use of teaching strategies based on MIT along with the nature of strategies they use when teaching Oral Expression module.

2.1.5. Research Method

Based on the nature of the research questions investigated, a survey research is used because it permits for a direct contact with the subjects of the study. In addition, it helps for statistically analyzing the collected data to draw meaningful research conclusions.

2.1.6. Tools of Investigation

The first tool of investigation used in this research is the descriptive survey (McKenzie's multiple intelligences survey). It is directed to third-year LMD students in the department of English at Larbi Tébessi University-Tébessa to determine their MI profiles, it contains eight (08) sections, and each section tackles one type of intelligence. The second tool which is designed by the researchers themselves is the questionnaire. It is devoted to Oral Expressions' teachers in the department of English at Larbi Tébessi University-Tébessa. It compromises three sections. The first section is about teachers' background information, the second section is about teaching the Oral Expression module (teachers' objectives behind teaching this module, the obstacles they face and the strategies they use in the classroom). Finally, the third section seeks to test Oral expression teachers' attitudes towards using teaching strategies based on MIT.

2.1.7. Students' Survey

Mackey and Gass (2016, p. 102) define the survey as a very popular method used to gather data on perspectives and attitudes carried out by a big number of participants. Survey design must aim at: exactness, logic-tightness and systematic use of inquiry (Oppenheim, 2001, p. 08).

Based on the research design, one can distinguish two different types of surveys: the descriptive and analytic survey. The descriptive survey reports how many characteristics a particular group of people may share or how often a phenomenon happens (Oppenheim, 2001, p. 11). The analytic survey strives to answer the question "why" and seeks to investigate differences and concludes types of associations that exist between variables (Oppenheim, 2001, p. 12).

2.1.7.1. Description of the Survey

Walter McKenzie Multiple Intelligences Survey was designed by Walter McKenzie in 1999. It intends to determine the learner's multiple intelligences profile (see appendix 1). Mckenzie (2005, p. 16) reported that:

To appreciate the distribution of intelligence in your classroom, it may be helpful to administer an MI survey to your students. The following survey is not a test but an inventory of learner preferences. It is not offered as a definitive measurement of a static intelligence, but as a snapshot of how your students currently perceive their strength in all nine intelligences. This survey should not be used to label or categorize students. It is simply an opportunity for you to appreciate the unique distribution of intelligences within each of your students and across your classroom.

McKenzie's inventory includes nine sections; each section consists of ten (10) statements. Students have to place a check in front of the statement that best suits them. Based on the fact that some statements (which are included in the survey) are not appropriate for the context of the participants, the researchers have adapted the survey by omitting certain statements and replacing them by others to make sure that they will be well understood by all the respondents.

The following statements are the ones omitted from the survey and replaced by the researchers:

- My home is a recycling system in place (The eighth from section one).
- I easily pick up on patterns (The first from section two).
- The more the merrier (The second from section four).
- I am willing to protest or sign a petition to right a wrong (The tenth from section seven) (See appendix 01).

In addition, the researchers have excluded from the survey the Fourth (04) section which is devoted for the existential intelligence be it just a possibility suggested by Howard Gardner. Thus, the statements were organized into eight (08) sections, each section compromises ten (10) statements, they are ordered as follow: the naturalist intelligence, the musical intelligence, the logical-mathematical intelligence, the interpersonal intelligence, the bodily-kinesthetic intelligence, the linguistic intelligence, the intrapersonal intelligence and finally the spatial intelligence (See appendix 1).

2.1.7.2. Distribution of the Survey

The students' survey was distributed and explained to 27 students who were randomly selected from two third-year English language classes at Larbi Tébessi University-Tébessa; it was on Wednesday, February26th, 2020 during their linguistic module's session.

Students were asked to answer eighty (80) statements which constitute the eight sections of McKenzie's survey by putting the number "1" next to each statement they feel it describes them.

2.1.8. The Teachers' Questionnaire

A semi-structured questionnaire was sent via email (Google form) to seven (07) Oral Expression teachers in the department of English at Larbi Tébessi University-Tébessa in order to investigate their attitudes towards using teaching strategies based onMIT.

Brown (2001) defines questionnaires as any written tool that contains a set of questions or state statements that participants are asked to reply either by reporting their answers or choosing among existent ones (cited in Mackey& Gass, 2016, p. 102).

Questionnaires have two different types: closed-ended and open-ended. A closed item question is one in which the researcher provides respondents with possible answers. In addition, in open-ended questions the researcher gives the participants the chance to express themselves in the way they want. Closed item questions are more reliable and can be simply measured and analyzed. From the other side, open-ended questions may provide more data than what is expected (Mackey& Gass, 2016, p. 102).

Questionnaires are known for being economical and more practical. They are used to gain longitudinal data in a short period of time (Mackey& Gass, 2016, p. 103). Moreover, questionnaires can be carried out in various ways: via email, phone, and in person. They can be used in a variety of researches since they offer both quantitative and qualitative data. However, there are numerous obstacles related to the use if the questionnaire when it comes to analyzing obtained data. When studying perceptions or attitudes, respondents may provide incomplete responses. This may occur when administering the questionnaire in L2 and when using open-ended questions. Furthermore, it is possible that the results obtained through the

questionnaire can be biased, though it is presumed that researchers can handle or eliminate bias by using the questionnaire (Mackey& Gass, 2016, p. 105).

The following principles are necessary for an effective questionnaire: Being simple and clear, having practical form and explicable questions and it can be reviewed by several researchers (Mackey & Gass, 2016, p. 105).

2.1.8.1. The Administration of the Questionnaire

In order to test the appropriateness of the questionnaire and identify the unforeseen errors and problems, the questionnaire was piloted first by mailing it to three (03) Oral Expression teachers in the department of English at Larbi Tébessi University-Tébessa. The researchers have received the feedback of only one teacher, she suggested to eliminate some questions that are not necessary and changing one other question that seemed confusing to her.

On this account, the researchers together with the supervisor have adapted and reformed the questionnaire. Then, they mailed it to the sample (seven (07) Oral Expression's teachers).

The newly arranged questionnaire (see appendix 07) encompasses three sections with a total 22 questions (Open ended, closed, likert scale and multiple choice questions). The first section, which is entitled Background Information, contains two (02) questions attached to identify both teachers' degree and their work experience. The second section, which is entitled Teaching Oral Expression Course, includes six (06) questions designed to know teachers' objectives in teaching Oral Expression course, the obstacles they face and the strategies they use when they teach this module. The last section, which is entitled Multiple Intelligences Theory, compromises 14 questions designed to test teachers' attitudes towards using teaching strategies based on MIT and the nature of strategies they implement when they teach the Oral Expression module.

Section Two: Data Analysis and Interpretation

2.2.1. Analyzing the Results of the Students' Survey

2.2.1.1. The Sample

Table2: Students' Sample

Sample	Girls	Boys
27	22	05

2.2.1.2. Distribution of the Different Intelligences

Table3: Distribution of the Different Intelligences

Stu-dent	Naturalist	Musical	Logical – mathematical	Interpersonal	Bodily-kinesthetic	Linguistic	Intrapersonal	Spatial	Strength
1	6	**8**	6	6	5	6	6	6	Musical
2	6	4	7	6	6	7	**8**	6	Intrapersonal
3	5	6	**8**	7	**7**	7	6	6	Bodily-kinesthetic
4	7	4	6	1	7	4	**9**	7	Intrapersonal
5	2	2	2	1	**6**	2	3	3	**Bodily-kinesthetic**
6	4	**6**	5	5	4	5	4	3	**Musical**
7	5	2	4	**8**	4	5	4	3	**Interpersonal**
8	7	6	6	8	**9**	8	7	8	Bodily-kinesthetic
9	7	6	6	5	**8**	7	6	7	Bodily – kinesthetic
10	6	6	5	6	7	7	6	**9**	**Spatial**
11	3	3	5	0	4	2	**7**	2	**Intrapersonal**
12	6	6	5	5	7	5	**9**	5	**Intrapersonal**

13	7	4	6	5	**9**	6	8	8	Bodily-kinesthetic
14	3	4	3	3	7	7	**8**	4	**Intrapersonal**
15	5	4	5	5	5	**9**	5	7	**Linguistic**
16	4	6	7	1	4	**9**	7	4	**Linguistic**
17	4	6	4	7	5	7	**9**	7	**Intrapersonal**
18	5	6	7	5	7	4	6	**9**	**Spatial**
19	7	8	7	4	8	6	8	**9**	**Spatial**
20	6	2	6	4	4	9	**10**	7	**Intrapersonal**
21	7	8	6	7	**9**	8	7	6	Bodily-kinesthetic
22	8	8	7	6	8	6	**9**	8	**Intrapersonal**
23	5	3	5	5	6	5	**8**	6	**Intrapersonal**
24	7	5	5	6	8	6	**8**	9	**Intrapersonal**
25	6	2	7	6	6	6	**8**	4	**Intrapersonal**
26	5	7	6	7	7	7	7	**8**	**Spatial**
27	5	2	3	4	5	5	**7**	5	**Intrapersonal**

2.2.1.3. Students' Predominant Intelligence

Table 4: Students Predominant Intelligences

Predominant intelligence	Students
Naturalist intelligence	00
Musical intelligence	02
Logical-mathematical intelligence	01
Interpersonal intelligence	01
Bodily-kinesthetic intelligence	05
Linguistic intelligence	02
Intrapersonal intelligence	12
Spacial intelligence	04
Total	27

2.2.1.4. Percentage of the Intelligences

Table5: Percentage of the Intelligences

Naturalist	Musical	Logical	Interpersonal	Bodily-Kinesthetic	Linguistic	Intrapersonal	Spatial
00%	7.40%	3.70%	3.70%	18.51%	7.40%	44.44%	14.18%

3.2.2. Discussion of Results

As it is shown in the above tables, the Intrapersonal intelligence ranks first among the students with (44.44%). Bodily-kinesthetic intelligence comes the second with (18.51%) and spatial intelligence comes the third with (14.18%). Following these four types of intelligences, it comes the linguistic intelligence with (7.40%) and both the logical-mathematical and the interpersonal intelligence with (3.70%). The results also show that one type of intelligences is not present in the classroom among students: the naturalist intelligence.

Results obtained from the survey help to answer the third research question: "What are the types of intelligences present in the Oral Expression class among third year students?", and strongly confirms the assumption which assumes that: "Almost all the types of intelligences

are present in the Oral Expression class among third year students in the department of English at Larbi Tébessi university." since all the types of intelligences are present except the naturalist intelligence.

2.2.3. Analyzing the Results of the Teachers' Questionnaire

1. Section One: Background Information

Q.1. Teachers' Degree

Table06: Teachers' Degree

	Master	Magister	Doctorate	Total
Participants	03	04	00	07
Percentage	42.9%	57.1%	00%	100%

The results Shown in the table above demonstrate that four (04) teachers representing (57.1%) have a magister degree, three (03) of them representing (42.9%) have a master degree, and none of them have a doctorate degree.

Q.2. Work experience as a teacher of university

Table 07: Teacher's Work Experience at the University

	Less one than one year	1 year	2 years	4 years	7 years	10 years	Total
Participants	01	02	01	01	01	01	07
Percentage	14.3%	28.6%	14.3%	14.3%	14.3%	14.3%	100%

The results of the second question show that the majority of the teachers representing (85.8%) are novice teachers since their working experience in the university does not overpass 10 years (from less than one year to 07 years). However, only one teacher forming (14.3%) has worked for 10 years.

2. Section Two: Teaching Oral Expression Course

Q.3. What are the objectives of teaching Oral Expression?

Almost all the teachers (85.7%) agreed upon the fact that they seek to assist their students to speak freely and fluently, and to overcome their fear of being judged when speaking before an audience. Moreover, one of the participants presenting (14.3%) stressed the importance of culture in relation to the language use.

Q.4. Do you design your own specific program in teaching Oral Expression module or you follow the administration's program?

Table 08: The Teaching Program

	The administration' program	The teachers' own designed program	Both	Total
Participants	02	01	04	07
Percentage	28.6%	14.3%	57.15%	100%

Based on the findings in table 08 above, two teachers representing (28.6%) stated that they follow the administration's program, one teacher representing (14.3%) claimed that she/ he design her/his own program, and 04 teachers representing (57.15%) maintained that they use both of them.

Q.5. Do you face obstacles in the classroom during teaching Oral Expression's module?

Table 09: Obstacles facing teachers when teaching Oral Expression module

	Yes	No	Total
Participants	05	02	07
Percentage	71.4%	28.6%	100%

When the teachers were asked whether they face obstacles when they teach Oral Expression module or not, the majority of them forming (71.4 %) said yes, and only 02 of them representing (28.6 %) said no.

Q.6. If yes, please mention them!

In this question, the respondents were asked to mention the obstacles they encounter during teaching Oral Expression module. Their answers are presented below:

- The lack of equipment (Laboratories, headphones, the overhead projector)
- Large classes.
- Noise.
- Slow internet connectivity.
- Students' lack of motivation.
- Teachers' unawareness of their students' learning preferences.

Q.7.What kind of strategies you use in the classroom while teaching Oral Expression module?

This question aims to investigate the strategies the teachers implement when they teach Oral Expression module. The informants provided the following strategies

: Discussions, Imagery, debating, gaming, grouping, and integrating listening activities

Q.8. What do you think about your students' level in oral communication?

Table 10: Students' Level

	Excellent	Good	Acceptable	Weak	It Varies from on student to another	Total
Participants	00	02	00	00	05	07
Percentage	00%	28.6%	00%	00%	71.4%	100%

On the one hand, (71.4 %) of the teachers reported that their students' level varies from one student to another. This leads the researchers to argue that the Oral Expression class contains different levels. On the other hand, only 02 teachers forming (28.6%) believed that their students' level is good.

Q.9. Do you believe that each student has his/ her own learning preferences? Please explain!

Table 11: Students' Own Learning Preferences

	Yes	No	Total
Participants	07	00	07
Percentage	100%	00%	100%

All the teachers (07) believed that each student has his own learning preferences. This strongly supports the researchers claim that students have different personalities and abilities which teachers should take into consideration in the classroom in order to develop their speaking and listening skills.

Q.10. If yes, do you take them into consideration when preparing and presenting your lesson?

Table 12.Considering Students' Own Learning Preferences when Preparing the Lesson Plans

	Yes	No	Total
Participants	07	00	07
Percentage	100%	00%	100%

Table 12 above shows that all the teachers (07) of Oral Expression module in the department of English at Larbi Tébessi University-Tébessa consider their students' own learning preferences when designing the lesson plans and presenting them.

3. Section Three: Multiple Intelligences Theory

Q.11. Do you know Howard Gardner's theory of multiple intelligences?

Table 13: Teachers' Familiarity with MIT

	Yes	No	Total
Participants	05	02	07
Percentage	71.4%	28.6%	100%

The findings displayed in table 13 demonstrate that the majority of teachers (05) representing (71.4%) know Howard Gardner's MIT. While only 02 teachers, representing (28.6%), do not know the theory.

Q.12. How often do you use visual presentations (images, tables, the overhead projector…) when teaching Oral Expression module?

Table.14.The Frequency of Using Visual Presentations in the Classroom

	Always	Often	Sometimes	Rarely	Never	Total
Participants	01	03	02	01	00%	07
Percentage	14.3%	42.9%	28.6%	14.3%	00%	100%

This question targets the spatial intelligence. The scores obtained demonstrate that one teacher (14.3%) always uses the visual presentation. Three (03) teachers (42.9%) said they often used them. The ones who opted for sometimes estimated to (42.9%) and one teacher has chosen rarely.

Q.13. How often are your students allowed to participate, discuss and debate during the session?

Table15: The Frequency of Allowing Students to Participate and Debate in the Classroom

	Always	Often	Sometimes	Rarely	Never	Total
Participants	01	06	00	00	00%	07
Percentage	14.3%	85.7%	00%	00%	00%	100%

This question targets the linguistic intelligence. The majority of teachers (06) representing (85.7%) revealed that they often allow their students to participate, discuss and debate during the session. Only one teacher (14.3%) opted for always.

Q.14. How often do you sing or integrate musics during teaching Oral Expression Module?

Table16: The Frequency of Integrating Musics in the Classroom

	Always	Often	Sometimes	Rarely	Never	Total
Participants	00	04	02	01	00%	07
Percentage	00%	57.1%	28.6%	14.3%	00%	100%

This question is asked to target the musical intelligence. The results in the table above show that four (04) teachers representing (57.1%) often do integrate musics during teaching Oral Expression Module. Two (02) teachers forming (28.6%) claimed they sometimes integrate them while only one teacher opted for rarely.

Q.15. How often does your program include naturalistic themes (themes about plants, animals, natural phenomena…)?

Table 17: The Frequency of Including Naturalistic Themes in the Program

	Always	Often	Sometimes	Rarely	Never	Total
Participants	01	00	03	03	00%	07
Percentage	14.3%	00%	42.9%	42.9%	00%	100%

This question is asked to target the naturalist intelligence. The findings in the table above reveal that one (01) teacher stated that she/ he always includes naturalistic themes in the program. Three (03) teachers (42.9%) do sometimes include them while the remaining three (03) have rarely used them.

Q.16. How often do you give your students the opportunity to use sign language and perform plays in the classroom?

Table18: The Frequency of Allowing Students to Use Sign Language and Perform Plays

	Always	Often	Sometimes	Rarely	Never	Total
Participants	01	04	01	01	00%	07
Percentage	14.3%	57.1%	14.3%	14.3%	00%	100%

This question is asked to target the bodily-kinesthetic intelligence. The results clearly show that the majority of the teachers (04) representing (57.1%) do often give their students the opportunity to use sign language and perform plays in the classroom. The remaining three teachers' answers varied between always, sometimes and rarely.

Q.17. How often are your students allowed to express their feelings in the classroom?

Table 19: The Frequency of Allowing Students to Express Their Feelings in the Classroom

	Always	Often	Sometimes	Rarely	Never	Total
Participants	05	0	02	00%	00%	07
Percentage	71.4%	00%	28.6%	00%	00%	100%

This question is asked to target the intrapersonal intelligence. The scores obtained in this question denote that five (05) teachers representing (71.4%) allow their students to express their feelings in the classroom. The remaining two teachers representing (28.6%) do sometimes care for that.

Q.18. How often do you encourage your students to break down what they learnt in the session into different steps and identify the relation between each step?

Table 20: The Frequency of Encouraging Students to Break Down what they Learnt in the Classroom and Identify the Relation between them

	Always	Often	Sometimes	Rarely	Never	Total
Participants	00	03	03	01	00%	07
Percentage	00%	42.9%	42.9%	14.3%	00%	100%

This question is asked to target the logical-mathematical intelligence. The answers in the table above confirm that (03) teachers (42.9%) do often encourage their students to break down what they have learnt into different steps and identify the relation between each step. (03) teachers (42.9%) sometimes do that along with a remaining one teacher who opted for rarely.

Q.19. How often do you encourage your students to work together in cooperative groups?

Table 21: The Frequency of Allowing Students to Work Cooperatively

	Always	Often	Sometimes	Rarely	Never	Total
Participants	03	04	00	00	00	07
Percentage	42.9%	57.1%	00%	00%	00%	100%

This question is asked to target the interpersonal intelligence. The findings embodied in the table above demonstrate that (42.9%) of the teachers allow their students to work cooperatively. The other (04) teachers forming (57.1%) often do that.

.20. How often do you encourage your students to work individually?

Table 22: The Frequency of Allowing Students to Work Individually

	Always	Often	Sometimes	Rarely	Never	Total
Participants	00	02	03	02	00%	07
Percentage	00%	28.6%	42.9%	28.6%	00%	100%

This question is asked to target the intrapersonal intelligence. Results shown in table (22) confirm that (28.6%) of the teachers allow their students to work individually. (42.9 %) sometimes do that and (28.6%) rarely do that.

Q.21. Do you know your students' capacities and strong/weak intelligences?

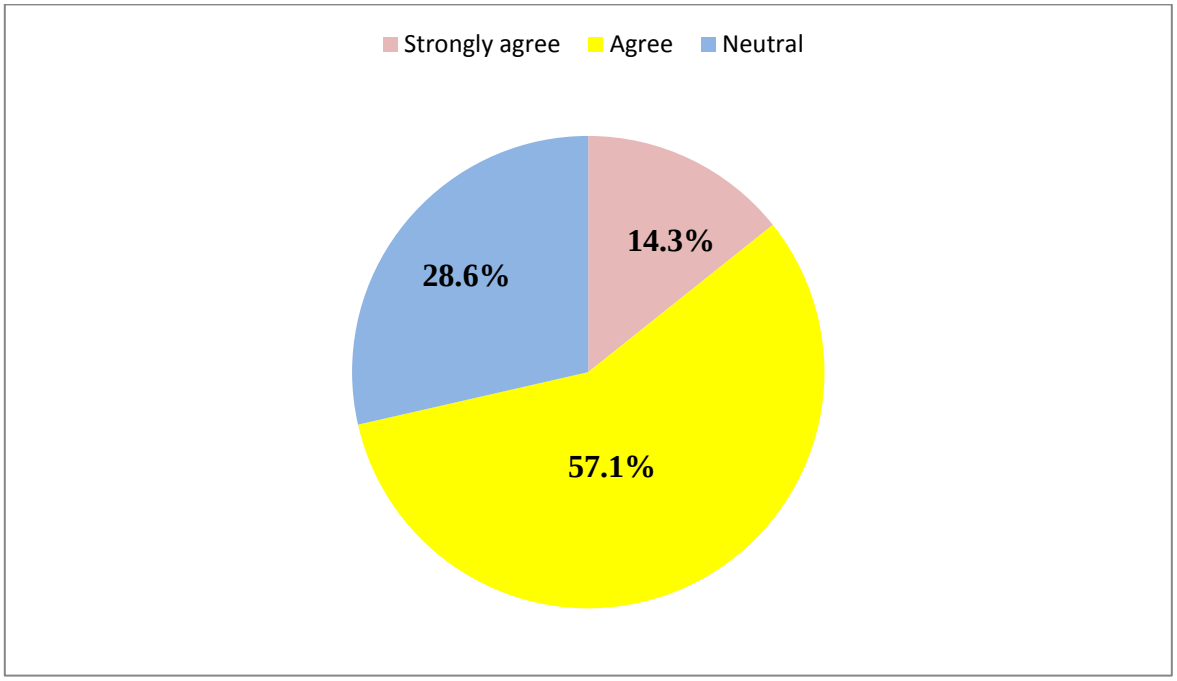
Table.23. Students' Capacities and Strong/ Weak Intelligences

	Students' capacities and Intelligences		
	Yes	No	Total
Participants	05	02	07
Percentage	71.4 %	28.6 %	100%

Table 23 demonstrates that most of the teachers representing (85.7 %) are aware of their students' capacities and intelligences. However, only two of them, representing (71.4%), claimed that they do not know these capacities and intelligences.

Q.22. There are barriers or obstacles during applying the multiple intelligences theory in the classroom

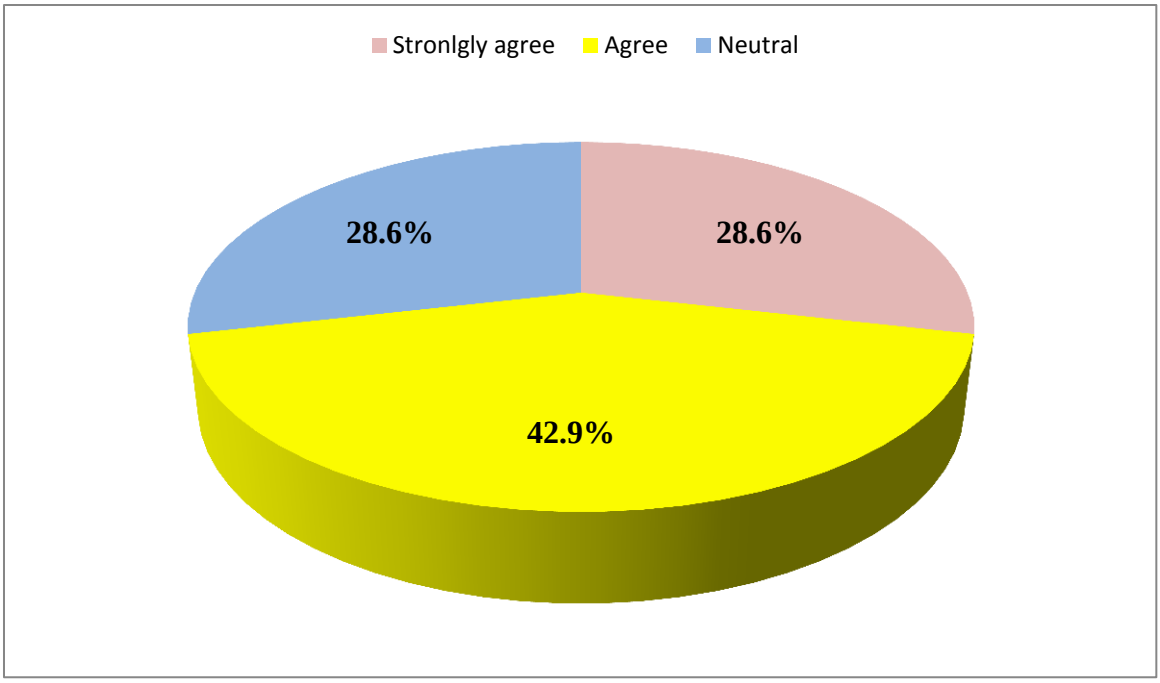
Figure 01: Obstacles Facing Teachers when Applying MIT in the Classroom



This question seeks to unveil whether there are obstacles hindering the application of MIT in the classroom or not. Most of the teachers referring to (57.1%) agreed that there are obstacles hindering the application of MIT. One of them representing (14.3 %) Strongly agreed with that and the remaining two (02) participants remained neutral may be because they do not know the theory and they have never applied it in the classroom.

Q.23. Multiple intelligences theory improves the students' speaking and listening skills

Figure 02: The Influence of MIT on Students 'Speaking and listening Skills



The aim of this question is to know whether implementing strategies based on MIT will increase and develop the students' speaking and listening skills. Two teachers forming (28.6 %) strongly agreed with the fact that the students' speaking and listening skills will be increased when they implement teaching strategies based on MIT in the classroom and three (03) teachers representing (42.9) agreed with that. The remaining two (02) teachers claimed that they are neutral maybe because they do not know the theory and they have never applied it in the classroom.

2.2.5. Discussion of the Results

The findings are discussed in relation to the pre-test, the first two addressed research questions and the literature related to MIT. Despite having a small sample size, which may limit the data interpretation, it provides an insight about the nature of strategies teachers implement in the Oral Expression class and their attitudes towards the use of teaching strategies based on MIT.

-The results obtained from the pre-test show that the marks of third year LMD students, in the department of English at Larbi Tébessi University-Tébessa, in the oral test are relatively weak which indicates that they have a problem with speaking. It should be mentioned that the students' oral performance was evaluated by the supervisor. (For more information of the pre-test marks, see appendix 03 and 04).

-The results obtained from the questionnaire are summarized as follow:

Section one: Background Information

The results determined from this section demonstrate that:

- Most of the teachers have the magister degree.
- Most of the teachers are novice since their work experience ranges from less than one year to four (04) years, along with two experienced teachers who have worked for 07 and 10 years.

Section two: Teaching Oral Expression course

The results found in this section reveal that:

- The majority of the participants aim at helping their students to speak freely and fluently.
- The Majority of the teachers use both the administration's program and their own designed program when teaching Oral Expression module.
- Most of the Oral Expression teachers, who participated in this study, face obstacles when teaching Oral Expression Module.
- The teachers use different teaching strategies that implicitly embody different types of intelligences; Discussion (The Linguistic intelligence), Debates (The Linguistic and Interpersonal intelligences), Imagery (The Spatial intelligence),

Gaming (The Bodily-Kinesthetic, Musical, Logical-Mathematical intelligences, and interpersonal intelligence). This answers the second research question: "Are there any differences among Oral Expression teachers in the department of English at Larbi Tébessi University in terms of the strategies they implement in their classes.

- Nearly all the teachers stated that their students' level differs from one student to another which indicates that they are aware of the differences among their students.
- All the teachers agreed that students have different capacities and intelligences which they consider when preparing and presenting their lessons. This proves that the fourth assumption which states that (Oral Expression teachers in the department of English at Larbi Tébessi university-Tébessa do not take their students' multiple intelligences into consideration when teaching Oral Expression module) is not confirmed.

Section Three: Multiple Intelligences Theory

- Most of Oral Expression teachers, who took part in this study, are familiar with MIT.
- Most of the teachers do always implement strategies in which students discuss, debate and express their feelings.
- Nearly all the teachers often use visual presentations, music, sign language, and indulge cooperative groups. In addition, they ask their students to break down what they have learned into different steps and identify the relation between them.
- The majority of the teachers sometimes encourage individual work.
- Most of the teachers rarely implement naturalist themes.

- Most of the teachers agreed that there are barriers and obstacles that hinder the implementation of MIT in the classroom.
- The majority of the teachers strongly agreed that MIT influences and improves students' speaking and listening skills.

The majority of the teachers agreed that the MIT improves students' speaking skill which answers the research question "What are the attitudes of oral expression teachers, in the department of English at Larbi Tébessi University, towards the use of teaching strategies based on multiple intelligences theory?", and denies the research assumption which states that Oral Expression teachers, in the department of English at Larbi Tébessi University- Tébessa, have negative attitudes towards the use of teaching strategies based on MIT.

In a nutshell, the assumptions of the study which assume that Oral expression teachers in the department of English at Larbi Tébessi University-Tébessa have negative attitudes towards the use of teaching strategies based on MIT, and that those teachers in the same department implement limited types of strategies in their classes, and they do not take their students' multiple intelligences into consideration when teaching Oral Expression module, are found to be false.

Section Three: Pedagogical Recommendations

Teachers are recommended to consider students' individual preferences by diversifying the teaching strategies to involve all the types of intelligences. This is because MIT has a strong effect on the field of language learning. It has called for an MI based instruction, as stated by Gardner:

> From my perspective, the essence of the theory is respect for the many differences among people, the multiple variations in the ways that they learn, the several modes by which they can be assessed, and the almost infinite number of ways in which they can leave a mark on the world (Armstrong, 2009, p. x).

The authors of this dissertation highly recommend the application of this theory in Algerian schools and universities. Below are examples of lesson plans which can be adopted and adapted by EFL teachers in the teaching of the speaking and the listening skills. The suggested lesson plans, designed by the authors of this dissertation, target the eight types of intelligences proposed by Howard Gardner.

The Suggested Lesson Plans

Lesson Plan 01:

Objectives:

- To develop the two skills (listening and speaking)
- To learn new lexis from quotes and songs
- To learn history via musics
- To make students learn through peer and group interaction

Skills:

- Listening
- Speaking

Time Allocated:

- 1 hour and 30 minutes

Materials:

- The white Board
- Box containing scraps of paper
- Song-recorder
- amplifier
- White papers

Multiple Intelligences:

- Verbal-Linguistic Intelligence
- Musical intelligence

Part one*:*(40 minutes)

- The targeted intelligence: The verbal-linguistic intelligence
- Skills: Listening and speaking
- Grouping: Whole group
- Teacher's role: Facilitator, guide and evaluator
- Materials: Box contains scraps of paper and the whiteboard.

Activity one: (15-20 min)

- A box containing scraps of papers is set on the desk, each sheet of paper contains a quote
- The teacher asks one student to come and pick up one paper from the box and ask one of his/her mates to analyze the quote. The other students can participate; it is a whole group discussion.

Activity two: (15- 20min)

- The teacher asks one student to write the exercise on the board and the other students choose orally the most appropriate word that fills the blank, all of them participate in doing the activity.

1-As black as…….. (coal)
2-As blind as…… (bat)
3-As brave as…… (lion)
4-As busy as……. (a bee)
5-As cheap as…… (dirt)
6-As clear as……. (crystal)
7-As cold as…….. (stone)
8-As cunning as…… (fox)
9-As deaf as…… (stone)
10-As different as…… (chalk and cheese)
11-As dry as……. (bone)
12-As easy as…… (ABC)
13-As gentle as…….. (lamb)
14-As green as……. (grass)
15-As hard as…….. (iron)
16-As happy as ……. (lark)
17-As light as……. (a feather)

Part two:40 minutes

- The targeted intelligence: The musical intelligence
- Skills: Listening and speaking
- Grouping: Both whole group and individual work
- Teacher's role: Participator, facilitator, evaluator and guide
- Material: song-recorder, amplifier and papers

Activity one: (15-20 min)

- Students are given papers containing a non-complete lyrics of a song
- They listen to the song twice
- After that, they are asked to fill the blanks and then discuss the correct answers all together

Activity two: (15-20 min)

- Students listen to songs about the Victorian era and the American revolutionary war
- After listening to them twice, Students guess the exact period that the songs belong to
- With the teacher's contribution, students discuss and share what they know about these periods

The chosen songs:
1-The song of the 1st activity **:**
- **Older by Sasha Sloan**
2- the songs of the 2nd activity**:**
-**Victoria by the Kinks**
-**War and Washington by Jonathan Mitchel Sewall.**

Lesson Plan2:

Objectives:

- To develop the speaking skill
- To make students learn through peer and group interaction
- To learn new lexis from movies 'posters and sketches' drawings
- To help students gaining greater awareness of their "body language" and how to use their body to become better communicators with others

Skills:

- Speaking skill

Time Allocated:

- 1 hour and 30 minutes

Materials:

- The data projector
- Papers
- sheets of papers containing riddles
- The white board

Multiple Intelligences:

- **Bodily-kinaesthetic Intelligence**
- **Visual-spatial intelligence**

Part one*:*(25 minutes)

- The targeted intelligence: The bodily-kinaesthetic intelligence
- Skills: The speaking skill
- Grouping: Whole group interaction
- Teacher's role: Facilitator, guide and evaluator
- Materials: scraps of papers

Activity one: (20-25 min)

- The teacher asks the students to split themselves into two groups. The students of each group discusstogether and decide upon a movie's title, they write it in a sheet of paper.
- Then, one of the members of the first group stands in front of the second group and tries to mimic (perform) the movie's title. So, it is up to the second group to guess the title.
- After the first group's turn, the second group do the same and vice versa.
  NB: the students are free to choose the movie's title and the student who will mimic it.

Part two: (40-45 min)

- The targeted intelligence: The visual-spatial intelligence.
- Skills: speaking skill.
- Grouping: Both whole group and individuals.
- Teacher's role: Participator, facilitator, evaluator and guide
- Materials: Data projector and the white board.. and sheets of papers containing riddles

Activity one: (15-20 min)

- The students depend on their visual talents to analyze movies' posters.
- The teacher shows them a number of movies' posters(without mentioning the title) and ask them to analyze each poster individually (from what they see in the poster, they should predict what the movie is about and what is its title, if they already know the movie, they can summarize its events and create another ending for it)
- Titles: (To kill a Mockingbird- The silence of the lambs- Little Miss Sunshine - Rosemary's Baby)
- The movies' posters:

Activity two: (15-20min)

- The second activity is called <u>the idea sketching</u>: the teacher will give students some riddles and ask them to guess these riddles in a form of drawing (the student has to draw his answer in the white board)

-The riddles :

<u>1</u>-I am tall when I am young, and I am short when I am old, what am I?

<u>The answer</u>: a candle

<u>2</u>-Turn me on my side and I am everything .cut me in half and I am nothing, what am I?

<u>The answer</u>: the number 8

<u>3</u>. I am a seed with three letters in my name. Take away the last two and I still sound the same. What am I?

<u>The answer</u>: A pea

<u>4</u>. Use me well and I am everybody, scratch my back and I am nobody. What am I?

<u>The answer</u>: the mirror

<u>4</u>. I have keys but no locks and feet but no socks. What am I?

<u>The answer</u>: the Piano.

<u>5</u>. i have six faces but I don't wear makeup, what am I ?

<u>The answer:</u> a dice

<u>6.</u> I have no feet, no hands, no wings, but can climb to the sky .what am I?

<u>The answer:</u> smoke

Lesson Plan3 :

Objectives:

- To develop the two skills (listening and speaking)
- To make students learn through peer and group interaction
- To teach students how to be autonomous and work independently
- To improve students' self-confidence and self esteem

Skills:

- Listening
- Speaking

Time Allocated:

- 1 hour and 30 minutes

Multiple Intelligences:

- **Interpersonal intelligence**
- **Intrapersonal intelligence**

Part one*:*(40 minutes)

- The targeted intelligence: **The intrapersonal intelligence**
- Skills: Listening and speaking
- Grouping: individually
- Teacher's role: Facilitator, guide and evaluator

Activity one: (15-20 min)

- The teacher asks the students about their goals and dreams, each student talks individually about his/her own goals and how he/ she is working to achieve them. Here, students are given the opportunity to express their feelings and emotions and discuss what is important and of value in their lives.

Activity two: (15- 20min)

- The teacher runs a debate about "mistakes from the past I won't repeat". Each student will be free to talk about his/her mistakes that he/she did in the past and what are the lessons he/she learnt from those mistakes. Also, he/she can provide his/her classmates with advices so that they can avoid making those mistakes.

Part two:40 minutes

- The targeted intelligence: **The interpersonal intelligence**
- Skills: Listening and speaking
- Grouping: The whole group
- Teacher's role: Participator, facilitator, evaluator and guide

Activity one: (15-20 min)

- The teacher splits the Students into groups of four or five, he asks them to discuss together and share their views about what culture means to them. Students will talk about their experiences with people from other cultural backgrounds and also share what do they know about "**culture chock"**

Activity two: (15-20 min)

- After completing the first activity, the teacher will discuss with his students another topic " **Narcissism**"
- Students will discuss and share their views about "**Narcissism** "and whether they know persons who are Narcissist and how do they deal with them.

Lesson Plan 04 :

Objectives:

- To develop the speaking skill.
- To make students learn through peer and group interaction.
- To make students learn and absorb information through reasoning and logical sequencing
- To increase students 'clarity and organization of their thoughts and ideas

Skills:

- The speaking skill
- The listening skill

Time Allocated:

- 1 hour and 30 minutes

Materials:

- The white Board
- Handouts containing riddles
- Handouts containing "word search puzzle"
- Amplifier
- Pictures containing "natural phenomenon"

Multiple Intelligences:

- **Logical- Mathematical Intelligence**
- **Naturalist Intelligence**

Part one*:*(40minutes)

- The targeted intelligence: The logical-mathematical intelligence
- Skills: The speaking skill
- Grouping: Whole group interaction
- Teacher's role: Facilitator, guide and evaluator
- Materials: - Handouts containing riddles.
  -Handouts containing word-search puzzles.

Activity one: (15-20min)

- 28 handouts containing riddles are submitted to students, they are asked to solve them individually or in peers.
- The teacher chooses randomly one student to give his answer. The other students can participate; it is a whole group discussion.

-**THE Riddles**:

1. Two fathers and two sons sat down to eat eggs for breakfast. They ate exactly three eggs, each person had an egg. How was that?
-The answer:
-One of the "fathers" is also a grandfather. Therefore, the other father is both a son and a father to the grandson. In other words, the one father is both a son and a father.

2.A criminal gets to pick his punishment by choosing among three rooms. The first is full of burning fires, the second is full of assassins with loaded guns and the third is full of lions that haven't eaten in a year. Which room is the safest choice?
-The answer:
-The third room (the lions will be dead by now).

3.I am the beginning of everything, the end of everywhere. I am the beginning of eternity, the end of time and space. What am I?
-The answer:
-The letter (e).

4. Three doctors said that bill was their brother. Bill says he has no brothers. How many brothers does Bill actually have?
-The answer:
-None, he has three sisters.

5.Whatis 3/7 chicken, 2/3 cat and 2/4 goat?
-The answer:
- Chicago.

Activity two: (15-20min)

- The teacher asks his/her students to split themselves into five groups (they choose the group that they will belong to so that they can work comfortably). He/she gives each group the word search puzzle and asks them to discuss it silently. The teacher moves around, checks and helps when necessary.

- After over, a group discussion will be set between the whole class about the solved word- search puzzle, all of them will participate in doing the activity.

The word search puzzle:

The hidden message: **BALLERINA ON HORSEBACK**

WORD SEARCH PUZZLE

Find and cross out all the listed words. The words may go horizontally, vertically, diagonally, not backwards. The remaining letters will spell a secret message.

ADAGIO
ARENA
BARE BACK RIDERS
BARRIER
CLOWN
CLUB
CRADLE
DONUT
FLASH
FLYER
FREAK
FUN
GIMMICK
HERALD
HIGH WIRE
HOUSE
HULA-HOOP
JOINT
JOY
JUMP
LONGE
MAGIC
MARCH
MUD SHOW
OPENING
PLANGE
RIG
SAWDUST
SHILL
STILT
SWAYPOLE
TISSU
TRICK
TROUPER

F	L	Y	E	R	B	H	C	L	O	W	N
P	L	A	N	G	E	I	T	R	I	C	K
A	D	A	G	I	O	G	R	C	C	J	B
F	U	N	S	J	D	H	I	L	R	U	A
M	U	D	S	H	O	W	G	U	A	M	R
S	H	I	L	L	N	I	F	B	D	P	E
M	A	R	C	H	U	R	N	R	L	S	B
A	L	W	L	E	T	E	R	T	E	W	A
H	H	R	D	I	N	E	A	E	O	A	C
U	O	B	N	U	P	H	G	J	O	Y	K
L	U	A	O	U	S	N	S	A	R	P	R
A	S	R	O	S	O	T	T	R	M	O	I
H	E	R	A	L	D	E	I	E	A	L	D
O	T	I	S	S	U	B	L	N	G	E	E
O	P	E	N	I	N	G	T	A	I	A	R
P	C	R	K	G	I	M	M	I	C	K	S

HIDDEN: _____ __ _____

Part Two:40 minutes

- The targeted intelligence: The Naturalist intelligence
- Skills: The speaking and Listening skill
- Grouping: Whole group interaction
- Teacher's role: Facilitator, guide and evaluator
- Materials: - Amplifier
  -Pictures of natural phenomenon

Activity one: (15-20min)

- The students listen to different nature sounds, and all together they guess to what the sound belongs to. (Sounds of ocean, Rain, thunder, animals….)
- After knowing all the sounds, the teacher asks the students to create a story based on these sounds. For Example, The students hear the sounds of a river, animals, and people chatting. Then, they may write a story about group of people living near the river.

Activity two: (15-20)

- The teacher shows his/her students some pictures of natural phenomenon (Earthquake, volcanic eruptions, flood, , germination…)
  - The pictures:

- With the teacher's contribution, students discuss and share what they know about these natural Phenomenon.

- The remaining time of the session (if there is so) is devoted to deal with the activities related to other types of intelligences that time was not sufficient to finish them, (if there are so).
- NB: Some activities may include many types of intelligences.

Conclusion

In this chapter, the first section provides a detailed description of the methodology used to answer the research questions and test the research assumptions. The second section contains the analysis of the students' survey and teachers' questionnaire. Results have shown that the Oral Expression teachers in the department of English at Larbi Tébessi University-Tébessa have positive attitudes towards the use of teaching strategies based on MIT in their classrooms. In addition, third-year students, in the same department, possess different types of intelligences and their teachers implement different teaching strategies in their classes. Moreover, a third section is added to provide pedagogical recommendations for the application of the theory.

Limitations of the Study

The study has potential limitations:

. The research was supposed to be a quasi-experimental research, which the researchers have already started, studying the effect of teaching strategies based on MIT on students' academic achievement in Oral Expression Module. However, due to circumstances following the spread of Covid19 (Corona Virus); students could not rejoin classes, and the researchers could not continue the experiment. Thus, they opted for the survey research.

. The study is limited to third-year LMD students and Oral Expression teachers at Larbi- Tébessi University-Tébessa.

. The validity of the research is influenced by

- The state of the respondents while completing the questionnaire and the survey.
- Since respondents are human beings, one cannot really ensure whether what they say is true or not.

A Call for Further Research

This research is an attempt to understand Multiple Intelligences Theory and to raise teachers' awareness about its importance in teaching English as a foreign language, particularly the speaking and the listening skills. Further large scale experimental research that would investigate the effect of teaching strategies based on MIT on students' academic achievement will be an important subject for inquiry.

General Conclusion

This study is conducted to investigate Oral Expression teachers', in the department of English at Larbi Tébessi University- Tébessa, attitudes towards the use of teaching strategies based on multiple intelligences theory and the nature of strategies they implement in the classroom. It also investigates third- year students' types of intelligences in the same department. In addition, it provides teachers with ways as how to implement the theory in order to improve students' speaking and listening skills.

This dissertation contains two chapters. The first chapter is devoted to the theoretical conception. It includes two sections; one provides an overview of Multiple Intelligences Theory and the second presents teaching strategies based on Multiple Intelligences Theory.

The second chapter represents the fieldwork of this research. It outlines the research methodology. Besides, it presents a detailed analysis and discussion of the results and it provides pedagogical recommendations for the application of the theory. The findings of the study reveal that the Oral Expression teachers, who took part in this study, implement different teaching strategies and that they have a positive attitude towards the use of teaching strategies based on MIT.

In the light of the theory, the researchers provided teachers with some suggested lesson plans that target the different types of intelligences. These suggestions may help teachers in designing their own lesson plans to meet students' different needs and preferences.

List of references

Adityas, M. T. (2016). Activating students' multiple intelligences in speaking activities. *Ahmed Talhan Journal of English Studies*, 3(1), 70-75. doi: 10.26555/adjes.v3i1.3642

Albarracim, D., Johnson, B. T., & Zanna, M. P. (2005).The Structure of attitudes. In L.R. Fabrigal, T. K. MacDonald., & T. D. Wegener (Ed.), *The Handbook of attitudes (pp. 79-116). England, London: Routledge*

Alfonso, V. C, Flangan, D. P, & Hale, J.B. (2010).The Wechsler intelligence scale for children-fourth edition, in neuropsychological practice. In A. S. Davis (Ed.), *Handbook of Pediatric Neuropsychology (*pp. 01-18). Retrieved March 04, 2020, from https://www.researchgate.net/publication/265601166

Anderson, G., & Arsenault, N. (2005).*Fundamentals of educational research*. London: The Falmer Press.

Armstrong, T. (2009).*Multiple intelligences in the classroom* (3rded.). Alexandria, Virginia, USA: Stefani Roth.

Armstrong, T. (2018).*Multiple intelligences in the classroom* (4thed.). Alexandria, Virginia, USA: Nancy Modrak.

Blythe, T.,& Gardner, H. (1990).*A school for all intelligences*. Retrieved March 15,2020, from: Http://www.google.com/url?sa=t&source=web&rct=j&url=http://www.ascd.org/ASCD/pdf/journals/ed-lead/el-199004-blythe.pdf

Bohner, G., & Dickel, N. (2011). Attitudes and attitude change. *The Annual Review of Psychology, 62*(1), 391-417. Doi: 10.1146/annurev.psych.121208.131609

Bouchar, T. J., Brody, N., H alpern, D., & Loelin, J. C. (1996). Intelligence: Knowns and unkowns. *American Psychologist*, *51* (2), 77-100 .doi:10.1037//0003-066X. 51. 2. 77.

Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). San Francisco, USA: Pearson Longman.

Campbell, L., & Campbell, B. (1999). *Multiple intelligences and student achievement: Success stories from six schools*. Alexandria, Virginia: Nancy Modrak

Derakhshan, A., &Faribi, M. (2015). Multiple intelligences: Language learning and teaching. *International Journal of English Linguistics*, *5*(4), 63-72. doi:10.5539/ijel.v5n4p63

Dolati, Z., & Tahiri, A. (2017).EFL teachers' multiple intelligences and their classroom practices. *SAGE Open Journal*, 1-12. Doi: 10.1177/2158244017722582

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

Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences* (2nd ed.). New York: Basic Books.

Gokhan, B. (2016). The effect of multiple intelligences theory-based education on academic achievement: A Meta analytic review. *Education Sciences: Theory & Practice*, *16*(6), 1833-1864.Doi: 10.12738/estp.2016.6.0015.

Gouws, F. E. (2007). Teaching and learning through multiple intelligences in the outcomes-based education classroom . *Africa Education Review*, *4*(2), 60-74. http://doi.org/10.1080/18146620701652705.

Hammoudi, A. (2010). Multiple intelligences and teaching English as a foreign language: the case of second-year pupils at Malika Gaid secondary school, Sétif (Doctoral thesis). Ferhat Abbes Univesity, Sétif, Algeria.

Hoerr, T. R. (2000). *Becoming a multiple intelligences school*. Alexandria, Virginia: Nancy Modrak

Hutter, M. & Legg, S. (2007). A collection of definitions of intelligence.(Report N° IDSIA-07-07). Retrieved in February 02, 2020, from

https://www.google.com/url?sa=t&source=web&rct=j&url=http://www.vetta.org/documents/A-collection-of-Definitions-of-Intelligence

Janusik, L. A. (2007). Building listening theory: The validation of the conversational listening span. *Communication Studies*, 58(2), 139-156. doi:10.1080/1051097070 11341089

Kezar, A. (2001). Theory of multiple intelligences: Implications for higher education. *Innovative Higher Education*, *26*(02), 141-154. doi: 10.1023/A: 1012292522528.

Lopez, P. D., Sukal., M.& Peacock, E. S. (2007). Individual incentives versus team performance: lesson from a game of charades. *Organization Management Journal*, *4*(1), 54-68. doi: 10.1057 omj.2007. 7

Mackey, A & Gass, S, M.(2016). *Second language research: methodology and design*. New York, : Routledge.

Mass, H. L. J, Kan, K. J,& Borsboom, D, (2014). Intelligence is what the intelligence test measures. *Journal of Intelligence, 2*(1), 12-15.doi: 10.3390/jintelligence2010012.

McKenzie, W. (2005).*Multiple intelligences and instructional technology (3rd ed).* Washington, DC : Jean Marie Hall

Minton, H., L. (1998). Introduction to "New methods for the diagnosis of the intellectual level of subnormals." Alfred Binet & Theodore Simon (1905). Ontario: University of Windsor.

Oppenheim, A. N. (2001). *Questionnaire design, interviewing and attitudes measurement.* Lexington, NY: Basic Books. 0

Oprescun, M., Craciun, D., & Banaduc, I. (2011).Multiple intelligences in conventional and student-centered school. *Journal of Educational Sciences & Psychology*, 1(1), 86-94. Retrieved August 04, 2020, from

https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.researchgate.net/publication/268221485-Multiple-Intelligences

Oxford, R. L. (1990). *Language learning strategies: what every teacher should know*. Boston, Massachusetts: Heinle &Heinle.

Pitchard, A. (2009). *Ways of learning: learning theories and learning styles in the classroom* (2nd ed.). New York, USA: David Fulton.

Salem, M. S. (2013). The Impact of multiple intelligences-based instruction on developing speaking skills of the pre-service teachers of English. *English Language Teaching*, 6(9), 53-61. Doi: 10.5539/elt.v6n9p53

Shearer, B. (2018). Multiple intelligences in teaching and education: Lessons learned from neuroscience. *Journal of Intelligence*, 6(3), 1-8. doi: 10.3390/jintelligence603038

Wechsler, D. (1958). *The measurement and appraisal of adult intelligence* (4th ed.). Retrieved from

http://www.google.com/url?sa=t&source=web&rct=j&url=https://archive.org/details/measurementandap001570mbp&ved

List of websites

Video's website:

https://youtu.be/jG1VNSCsP5Q

Quotes' website:

http://play.google.com/store/apps/details?id=com.warictech.dailyinspiration

Songs' websites:

https://youtu.be/b1MJVZH3f8w

https://youtu.be/Ahj-dwaPU1E

https://youtu.be/0bJgLM2Dxe0

Movies posters' websites:

https://www.companygolders.com/blog/great-movie-poster-designs&ved=2ahUKEwjZgPql-u3qAhXmx4UKHcqNBOIQFjAbegQIBhAB&usg=AOvVaw1lWkzlasSIKHMWy2o2s7dU&cshid=1595871087907

https://www.moviespostersshop.com/feature/mini/100-best-selling-movie-posters/&ved=2ah-UKEwjZgPql-u3qAhXmx4UKHcqNBOLQFjAeegQLCBAB&usg=AOvVaw1OuN5tYni9-NdkO-H8C4SN&cshid=1595871513061

Riddles' websites:

https://www.google.com/url?sa=t&source=web&rct=j&url=http://www.engineering.com/AskForum/aft/1842.aspx&ved=2ahUKEwj4udTB8I3rAhX2AWMBHVJZB7oQFjAAegQIARAB&usg=AOvVaw1Eji1E9Wf6uXPDkah_kLAr

https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.mathsisfun.com/puzzles/three-rooms-solution.html&ved=2ahUKEwjiipbr743rAhWWA2MBHQvVAzIQFjACegQIARAC&usg=AOvVaw2Ib2mNNxTHYo8x8QInccA7

https://www.google.com/url?sa=t&source=web&rct=j&url=https://parade.com/947956/parade/riddles/amp/&ved=2ahUKEwi59-af743rAhUGlxQKHY0NDykQFjAAegQIARAB&usg=AOvVaw1rujXcve1_qmN_e31vdESq&ampcf=1

Word search puzzle's website

https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.pinterest.com/amp/pin/234609461810874194/&ved=2ahUKEwj-t7DxzY7rAhXC4IUKHfj1BokQFjAKegQIAhAB&usg=AOvVaw3INaJF1W37KQ5b9-onlags&ampcf=1

Nature sounds Website:

https://www.google.com/url?sa=t&source=web&rct=j&url=https://blog.ambient-mixer.com/nature-sounds/&ved=2ahUKEwjJi9Oa2L3rAhXBAmMBHVwzA_AQFjAAegQIAhAB&usg=AOvVaw2d9llx-MFJWzv8eL_feeZP&cshid=1598610475588

Natural phenomenon pictures' website:

https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.shutterstock.com/search/natural%2Bphenomena&ved=2ahUKEwjx7pS3xLzrAhUOA2MBHY5dAv8QFjAIegQIAhAB&usg=AOvVaw0mrUdrMPcj_vgVuj7Mgkk

List of Appendices

Appendix 01

Multiple Intelligences Survey (McKenzie's survey)(Students' Survey)

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
_____ Hiking and camping are enjoyable activities
_____ I enjoy working on a garden
_____ I believe preserving our National Parks is important
_____ Putting things in hierarchies makes sense to me
_____ Animals are important in my life
_____ Protecting the environment by recycling, conserving water, or exploring alternative sources of energy...etc. are things I believe in.
_____ I enjoy studying biology, botany and/or zoology
_____ I spend a great deal of time outdoors

_____ TOTAL for Section 1

Section 2

_____ I cannot imagine a day going without having listened to music
_____ I focus in on noise and sounds
_____ Moving to a beat is easy for me
_____ I've always been interested in playing an instrument
_____ The cadence of poetry intrigues me
_____ I remember things by putting them in a rhyme
_____ Concentration is difficult while listening to a radio or television
_____ I enjoy many kinds of music
_____ Musicals are more interesting than dramatic plays
_____ Remembering song lyrics is easy for me

_____ TOTAL for Section 2

Section 3

_____ I keep my things neat and orderly
_____ Step-by-step directions are a big help
_____ Solving problems comes easily to me
_____ I get easily frustrated with disorganized people
_____ I can complete calculations quickly in my head
_____ Puzzles requiring reasoning are fun
_____ I can't begin an assignment until all my questions are answered

____ Structure helps me be successful
_____ I find working on a computer spreadsheet or database rewarding
_____ Things have to make sense to me or I am dissatisfied

_____ TOTAL for Section 3

Section 4
_____ I learn best interacting with others
_____ I have a large group of friends and I am well liked
_____ Study groups are very productive for me
_____ I enjoy chat rooms
_____ Participating in politics is important
_____ Television and radio talk shows are enjoyable
_____ I am a "team player"
_____ I dislike working alone
_____ Clubs and extracurricular activities are fun
_____ I pay attention to social issues and causes

_____ TOTAL for Section 4

Section 5
_____ I enjoy making things with my hands
_____ Sitting still for long periods of time is difficult for me
_____ I enjoy outdoor games and sports
_____ I value non-verbal communication such as sign language
_____ A fit body is important for a fit mind
_____ Arts and crafts are enjoyable pastimes
_____ Expression through dance is beautiful
_____ I like working with tools
_____ I live an active lifestyle
_____ I learn by doing

_____ TOTAL for Section 5

Section 6
_____ I enjoy reading all kinds of materials
_____ Taking notes helps me remember and understand
_____ I faithfully contact friends through messages and/or e-mail
_____ It is easy for me to explain my ideas to others
_____ I keep a journal
_____ Word puzzles like crosswords and jumbles are fun
_____ I find that I read for enjoyment most days
_____ Telling or writing stories or poetry is pleasurable
_____ Foreign languages interest me
_____ Debates and public speaking are activities I like to participate in

_____ TOTAL for Section 6

Section 7

_____ 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
_____ My attitude effects how I learn
_____ Social justice issues concern 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 will give 100% effort to it
_____ I like to be involved in causes that help others
_____ Spending a lot of time playing computer or video games alone is fun for me

_____ TOTAL for Section 7

Section 8

_____ I can imagine ideas in my mind
_____ Rearranging a room is fun for me
_____ I enjoy creating art using varied media
_____ I remember well using graphic organizers
_____ Performance art can be very gratifying
_____ Spreadsheets are great for making charts, graphs and tables
_____ Three dimensional puzzles bring me much enjoyment
_____ Music videos are very stimulating
_____ I can recall things in mental pictures
_____ I have a good sense of direction and I like map reading

_____ TOTAL for Section 8

Part II

Now carry forward your total from each section and multiply by 10 below:

Section	Total Forward	Multiply	Score
1		X10	
2		X10	
3		X10	
4		X10	
5		X10	
6		X10	
7		X10	
8		X10	

Part III

Now plot your scores on the bar graph provided:

100								
90								
80								
70								
60								
50								
40								
30								
20								
10								
0	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5	Sec 6	Sec 7	Sec 8

Part IV

Key:

Section 1 – This reflects your Naturalist strength
Section 2 – This suggests your Musical strength
Section 3 – This indicates your Logical strength
Section 4 – This illustrates your Existential strength
Section 5 – This shows your Interpersonal strength
Section 6 – This tells your kinesthetic strength
Section 7 – This indicates your Verbal strength
Section 8 – This reflects your Intrapersonal strength
Section 9 – This suggests your Visual strength

Remember:

- Everyone has all the intelligences!
- You can strengthen an intelligence!
- This inventory is meant as a snapshot in time – it can change!
- M.I. is meant to empower, not label people!

Appendix 02

The Pre-Test (EG/ CG)

Larbi Tébessi University/ English Department/ Third Year LMD/Module: Oral Expression

First name: ……...…Family name: ……..…….. Group: …..….Mark: ……..

Pre-test

Listen to the recording carefully and do the activities:

1- Are these statements true or false? Write T or F next to each statement:

a- The nurse made a drink composed of ½ tea spoon of salt and 2liters of safe water……

b- To make the water safe, the girl should add it sodium drops and wait for three hours……

c-The father of the boy died……

d- To keep the village clean, the villagers should dig latrines far away from the river……

2- Write the synonyms of these words:

Latrines =…….. Germs =……

3-Write the antonyms of these words:

Peeled =……..Fluids =…….

4- Who are the characters of the story?

……
……

5-How was cholera spread?

……
……
……...

6- What are the symptoms remarked?

……
……

7-If you know other deadly diseases that present a threat to humans' lives mention them:

……
……

Thank you!

Appendix 03

The Marks of CG in the Pre-test (The Speaking Part)

Students	**Fluency and coherence:** (03pts)	**Vocabulary proficiency:** (3pts)	**Pronunciation:** (3pts)	**Grammatical range and accuracy:** (3pts)	**Total score:** (12 pts)
01	2.5	2.5	2	3	10
02	2	1.5	2	1.5	07
03	0.5	0.5	0.5	0.5	2
04	0.5	0.5	0.5	1	2.5
05	0.5	0.5	0.5	1	2.5
06	1.5	1.5	1	0.5	4.5
07	2	1.5	1.5	1	6
08	1.5	1.5	1	1.5	5.5
09	2	1.5	2	2.5	08
10	1.5	1.5	1	1	05
11	1	1	1	1	04
12	1	1	0.5	1	3.5
13	2	2	1.5	2	7.5
14	0.5	0.5	0.5	00	1.5
15	0.5	0.5	0.5	0.5	02
16	0.5	0.5	0.5	00	1.5
17	1	1	1	1.5	4.5
18	2	2	2.5	2.5	09
19	2	1.5	1.5	2	07
20	1	1	0.5	0.5	03
21	1.5	0.5	1	1	04
22	1.5	1	1	1	4.5
23	2	2.5	1.5	0.5	6.5
24	1	0.5	0.5	2	04

Appendix 04

The Marks of EXG in the Pre-test (The Speaking Part)

Students	**Fluency and coherence:** (03pts)	**Vocabulary proficiency:** (03 pts)	**Pronunciation:** (03 pts)	**Grammatical range and accuracy:** (03 pts)	**Total score (12 pts)**
01	1.5	1.5	1	1.5	5.5
02	2	1.5	1.5	1	06
03	1	1	1	1	04
04	1	1	0.5	1	3.5
05	2	1.5	2	2	7.5
06	2	1	1	2	06
07	2	2	1.5	2	7.5
08	1.5	1.5	1	1	05
09	1.5	0.5	0.5	0.5	03
10	2	1.5	1.5	2	07
11	1.5	1.5	1.5	1	5.5
12	2	1.5	1.5	1	5.5
13	1	0.5	0.5	0.5	2.5
14	2.5	2	2	2	8.5
15	2	2	2	1.5	7.5
16	1	0.5	0.5	0.5	2.5
17	1	1	1	1	04
18	1	1	0.5	0.5	03
19	1.5	1	1.5	1	05
20	0.5	0.5	00	00	01
21	1	0.5	0.5	0.5	2.5
22	1.5	1	0.5	0.5	3.5
23	1	1	1	1	04
24	1.5	1	1	1	4.5
25	2	2	2	2.5	8.5
26	1	0.5	0.5	0.5	2.5
27	1.5	1.5	1.5	1	5.5

Appendix 05

Quotes of the first activity: “lesson plan 01”

- ***A man may die, nations may rise and fall, but an idea lives on.***
- ***The world is like a grand staircase, some are going up and some are going down.***
- ***A lie gets halfway around the world before the truth has a chance to get its pants on.***
- ***Better late than never.***
- ***If you accept the expectations of others, especially negative ones, then you will never change the outcome***
- ***Do the difficult things while they are easy and do the great things while they are small.***
- ***A journey of a thousand miles must begin with a single step.***
- ***Life is a train that stops at no stations; you either jump abroad or stand on the platform and watch as it passes.***
- ***Success consists of going from failure to failure without loss of enthusiasm.***
- ***Live as if you were to die tomorrow. Learn as if you were to live forever.***
- ***When life knocks you down, try to land on your back. Because if you can look up, you can get up. Let your reason get you back***
- ***The shoe that fits one person pinches another; there is no recipe for living that suits all cases***
- ***Life is like riding a bicycle. To keep your balance you must keep moving***
- ***Well done is better than well said***
- ***Try to be a rainbow in someone’s cloud***
- ***Big shots are only little shots that keep shooting***
- ***Keep your eyes on the stars, and your feet on the ground***
- ***Mistakes are painful when they happen, but years later a collection of mistakes is what is called experience***
- ***Either you decide to stay in the shallow end of the pool or you go out in the ocean***
- ***Opportunity does not knock; it presents itself when you beat down the door.***
- ***The harder the conflict, the more glorious the triumph.***
- ***Someone is sitting in the shade today because someone planted a tree a long time ago.***
- ***You cannot climb the ladder of success dressed in the costume of failure.***
- ***A goal properly set is halfway reached.***
- ***Little knowledge that acts is worth infinitely more than much knowledge that is idle.***

Appendix 06

The song "Lesson plan 01"

Listen to the song (Older by Sasha Sloan) carefully and then fill the blanks:

I used to shut my door while my mother screamed in the kitchen

I'd turn the music up, get high and try not to listen

……

I ……I'd never be like them

But i was ……

The older I get …….that I see

My parents aren't……., they are just like me

And loving is hard, it don't always work

…….your best not to get hurt

I used to …… but now I know. ……someone go

It just hadn't hit me yet

The older I get

I used to wonder why ……..

I used to close my eyes and pray for a whole another family

Where everything was fine, one that felt like mine

I ……like them

But i was just a kid back then

The older I get…..……that I see

My parents aren't……., they're just like me

……..

…….your best not to get hurt

I used to ……..but now I know. ……..someone go

It just hadn't hit me yet

The older I get

The older I get.…… that I see

My parents aren't…….. they're just like me

……

…… best not to get hurt

I used to…….. but now I know…… someone go

It just hadn’t hit me yet

The older I get

Appendix 07

Teachers' Questionnaire

Dear teachers,

This questionnaire is a part of our research which is conducted to examine your attitudes towards using teaching strategies based on students' multiple intelligences. You are kindly requested to complete this questionnaire, make sure that your answers will be used only for research purposes.

Please, cross the corresponding box which refers to your choice, or fill the space provided when it is necessary!

Section One: Background Information

.**1.** Degree:

Master ☐

Magister ☐

Doctorate ☐

2. Work experience as a teacher of English at the university: …… years.

Section Two: Teaching Oral Expression Course

1. What are the objectives of teaching Oral Expression's module?

……
……
……

2. Do you design your own specific program in teaching Oral Expression's module or you follow the administration's program?

……
……

3. Do you face obstacles in the classroom during teaching Oral Expression's module?

Yes ☐

No ☐

-If yes, please mention them!

……
……
……

4. What kind of strategies you use in the classroom while teaching Oral Expression module?

……
……
……

5. What do you think about your students' level in oral communication?

Excellent ☐
Good ☐
Acceptable ☐
Weak ☐
It varies from one student to another ☐

6. Do you believe that each student has his/ her own learning preferences? Please explain!

……
……
……

-If yes, do you take them into consideration when preparing and presenting your lesson?

Yes ☐
No ☐

Section Three: Multiple Intelligences Theory

1. Do you know Howard Gardner's theory of multiple intelligences?

Yes ☐
No ☐

2. How often do you use visual presentations (images, tables, the overhead projector…) when teaching Oral Expression's module?

Always	**Often**	**Sometimes**	**Rarely**	**Never**

3. How often are your students allowed to participate, discuss and debate during the session?

Always	**Often**	**Sometimes**	**Rarely**	**Never**

4. How often do you sing or integrate musics during teaching Oral Expression module?

Always	Often	Sometimes	Rarely	Never

5. How often does your program include naturalistic themes (themes about plants, animals, natural phenomena…)?

Always	Often	Sometimes	Rarely	Never

6. How often do you give your students the opportunity to use sign language and perform plays in the classroom?

Always	Often	Sometimes	Rarely	Never

7. How often are your students allowed to express their feelings in the classroom?

Always	Often	Sometimes	Rarely	Never

8. How often do you ask your students to break down what they learnt in the session into different steps and identify the relation between each step?

Always	Often	Sometimes	Rarely	Never

9. How often do you encourage your students to work together in cooperative groups?

Always	Often	Sometimes	Rarely	Never

10. How often do you encourage your students to work individually?

Always	Often	Sometimes	Rarely	Never

11. Do you know your students capacities, and strong/weak intelligences?

Yes ☐

No ☐

12. There are barriers or obstacles during applying the multiple intelligences theory in the classrooms:

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

13. Multiple Intelligences theory improves the students' speaking and listening skills:

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree

14. If you have any additions (comments, suggestions…) concerning multiple intelligences theory, Please, feel free to mention them!

……
……
……

We value your collaboration, thank you!

Résumé

Cette étude vise à examiner l'attitude des enseignants de l'expression orale à l'égard de l'utilisation de stratégies d'enseignement fondés sur la théorie des intelligences multiples au département d'anglais à l'université de Larbi Tébessi- Tébessa. De plus, elle enquête les profils d'intelligences multiples des étudiants et si il y a une différence entre les professeurs d'expression orale en termes de stratégies qu'ils utilisent en classe. A cette fin, quatre hypothèses ont été formulées. La première indique que les professeurs d'expression orale au département d'anglais à l'université de Larbi Tébessi- Tébessa, ont une attitude négative envers l'utilisation de stratégies basés sur la théorie des intelligences multiples. La deuxième affirme que presque tous les types d'intelligences sont présents dans la classe d'expression orale chez les étudiants de troisième année du même département. La troisième suggère que les professeurs d'expression orale, dans le même département mettent en œuvre des stratégies d'enseignements limitées qui ne correspondent pas à tous les types d'intelligences de leurs étudiants. Le quatrième suppose que ces enseignants ne prennent pas en considération les types d'intelligences de leurs étudiants lorsqu'ils enseignent le module d'expression orale. Ainsi, un échantillon de 27 étudiants de troisieme année LMD et 07 professeurs d'expression orale du département d'anglais de l'université Larbi Tébessi-Tébessa ont participé à cette étude. Les étudiants ont répondu à l'enquête McKenzie pour identifier leurs profils d'intelligences tandis que les enseignants ont répondu à un questionnaire semi-structuré. Les résultats obtenus montrent une attitude générale positive des enseignants vis-à-vis l'utilisation de stratégies d'enseignements basées sur la théorie d'intelligence multiple en classe. En outre, il révèle que les professeurs d'expression orale, dans le département d'anglais à l'université de Larbi Tébessi- Tébessa, utilisent des stratégies d'enseignements différents et que les étudiants de troisième année ont différents types d'intelligences. En ce sens, il est très important de mentionner que les propositions d'intelligences multiples nécessitent l'attention

des enseignants afin que les compétences d'expression et d'écoute des élèves se développent et augmentent.

Mots clés : La théorie d'intelligence multiple, profils d'intelligences multiple des étudiants, les stratégies d'enseignements, Module d'expression orale, Les compétences d'expression et d'écoute.

الملخص

تهدف هذه الدراسة إلى استطلاع آراء أساتذة التعبير الشفهي حول إستخدام إستراتيجيات تدريس قائمة على نظرية الذكاءات المتعددة بقسم اللغة الإنجليزية في جامعة العربي التبسي- تبسة. كذلك تستكشف هذه الدراسة أنماط الذكاءات المتعددة الموجودة لدى الطلاب و ما إذا كان هناك إختلاف بين أساتذة التعبير الشفهي من حيث إستراتيجيات التدريس التي يستخدمونها في القسم. بناءا عليه، تم طرح أربع فرضيات. تصرّح الأولى بأن أساتذة التعبير الشفهي بقسم اللغة الإنجليزية في جامعة العربي التبسي- تبسة، يتبنون موقفا سلبيا إتجاه استخدام إستراتيجيات تدريس قائمة على نظرية الذكاءات المتعددة، و تقترح الثانية بأن معظم أنماط الذكاءات المتعددة موجودة لدى طلبة السنة الثالثة للغة الإنجليزية، في نفس الجامعة، و الثالثة تدّعي بأن أساتذة التعبير الشفهي، بنفس القسم، يطبقون أنواع محددة من إستراتيجيات التدريس و هذا لا يتماشى مع جميع أنماط الذكاءات المتعددة الموجودة لدى الطلبة. و أما الفرضية الرابعة تفترض بأن هؤلاء الأساتذة لا يراعون أنماط الذكاءات المتعددة التي يمتلكها طلابهم عندما يدرّسون مادة التعبير الشفهي. و لهذا، شاركت في هذه الدراسة عينة من 27 طالب و 7 أساتذة، بقسم اللغة الإنجليزية في جامعة العربي التبسي- تبسة، في هذه الدراسة. إستجاب الطلبة لدراسة ماكنزي الإستقصائية من أجل إستكشاف أنماط الذكاءات المعددة التي يمتلكونها. في حين أن الأساتذة قاموا بالإجابة على الإستبيان المعتمد. تشير النتائج المتحصل عليها إلى وجود آراء إيجابية عامة ضمن غالبية الأساتذة حول استخدام استراتيجيات تدريس قائمة على نظرية الذكاءات المتعددة في القسم. إضافة إلى ذلك، تظهر النتائج بأن أساتذة التعبير الشفهي ، بقسم اللغة الإنجليزية في جامعة العربي التبسي- تبسة، يستخدمون إستراتيجيات تدريس متنوعة و لأن طلاب السنة الثالثة، بنفس القسم، يمتلكون أنماط مختلفة من الذكاءات المتعددة . و في هذا السياق، من المهم جدا ذكر أن مقترحات نظرية الذكاءات المتعددة بحاجة إلى اهتمام المدرسين من أجل تطوير مهارات الطلبة في التحدث و الإستماع.

الكلمات المفتاحية : نظرية الذكاءات المتعددة، أنماط الذكاءات المتعددة للطلاب،

إســـــتراتيجيات التـــــدريس، آراء، مـــــادة التعبيـــــر الشـــــفهي، مهـــــارات النطـــــق و الإســـــتماع.