NEAR EAST UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

THE IMPACT OF ADAPTED MULTIPLE INTELLIGENCES ACTIVITIES ON ENGLISH SPEAKING SKILLS OF KURDISH LEARNERS

MASTER THESIS

PAROSH MOHAMMED SALIH

NICOSIA
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Approval of the Graduate School of Educational Sciences

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I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

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This is to certify that we have read this thesis submitted by PAROSH MOHAMMED SALIH titled "THE IMPACT OF ADAPTED MULTIPLE INTELLIGENCES ACTIVITIES ON ENGLISH SPEAKING SKILLS OF KURDISH LEARNERS" and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

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DECLARATION

I hereby declare that all the information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all the materials and results that are not original to this study.

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ABSTRACT

THE IMPACT OF ADAPTED MULTIPLE INTELLIGENCES ACTIVITIES ON ENGLISH SPEAKING SKILLS OF KURDISH LEARNERS

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Individual differences have become a common fact in English language classrooms. What remains is how to tackle it. Multiple intelligences (MI) theory offers an interesting language learning approach to cater for that individuality in learning. It claims that learners possess at least eight types of intelligences. To exhilarate learning, teachers need to provide activities covering all the intelligences. The present study investigated the impact of adapted MI activities on Kurdish learnes' speaking skills in English. A pre-post-test quasi-experimental design was used with an experimental and control group. The experimental group were given the treatment after the pre-test, while the control group received no treatment. A total of 40 students from a coeducational high school participated in the study. An MI inventory was also distributed among the participants to identify their intelligences. Statistical analyses were carried out using descriptive statistics, t tests and Pearson r. In the results, no significant differences between the two groups in terms of their performances in the pre- and post-tests were found, though the experimental group have increased their mean score in the post-test slightly more than the control group. The descriptive statistics shows that intrapersonal intelligence is the most common intelligence among the participants and it turned out that it had a strong positive correlation with linguistic intelligence. It was also found that intelligences contributed differently to the improvement of the participants' speaking skills. The study also found that the two groups have improved in different areas of the speaking test after the treatment period. This showed that the current text book (Sunrise) which was used by the control group without any adaptations is also effective in improving students' speaking skills. Reasons behind the improvement in these specific language areas need to be further researched. It is suggested that there is a need for teachers to meet learners' diverse intelligences and be flexible in choosing different approaches in their language classrooms.

Keywords: Multiple intelligences, English as a foreign language (EFL), speaking skills, adaptation, Kurdish learners.

ÖZ

UYARLAMA ÇOKLU ZEKA ETKİNLİKLERİNİN KÜRT ÖĞRENCİLERİN İNGİLİZCE KONUŞMA BECERİLERİNE ETKİSİ

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Bireysel farklılıklar İngilizce dil sınıflarında yaygın bir durum haline gelmiştir. Geriye kalan bununla nasıl başedeceğinizdir. Çoklu zeka (ÇZ) teorisi öğrenmedeki bu bireyselliği doyurucu ilginç bir dil öğrenme yaklaşımı sunmaktadır. Öğrencilerin en az sekiz tip zekaya sahip olduklarını öne sürer. Öğrenmeyi heyecan verici yapmak için öğretmenlerin bütün zekaları kapsayan etkinlikler sunmaları gerekmektedir. Mevcut çalışma, uyarlama ÇZ etkinliklerinin Kürt öğrencilerin İngilizce konuşma becerilerine etkisini araştırdı. Denek ve kontrol grupları ile ön test-son test yarı deneysel bir tasarım kullanıldı. Denek gruba uygulama ön testten sonra verilirken, kontrol grubuna hiçbir uygulama verilmedi. Karma öğretim yapılan bir liseden toplam 40 öğrenci çalışmaya katıldı. Katılımcılara, zekalarını belirlemek amacıyla bir ÇZ envanteri de dağıtıldı. İstatiksel analizler, tanımlayıcı istatistikler, t-testleri ve Pearson r kullanılarak gerçekleştirildi. Sonuçta, iki grup arasında, -denek grubun son testte ortalama notunu, kontrol gruptan az farkla artırmış olmasına rağmen- ön ve son testlerdeki başarıları bakımından hiçbir anlamlı farklılık bulunmadı. Tanımlayıcı istatistikler içsel zekanın katılımcılar arasındaki en yaygın zeka olduğunu gösterdi ve sözel zeka ile güçlü olumlu bir bağlantısının olduğu ortaya çıktı. Zekaların, katılımcıların konuşma becerilerinin gelişmesine farklı şekilde katkı sağladığı da bulundu. Çalışma, ayrıca, uygulama süresi sonunda iki grubun da konuşma sınavının farklı alanlarında gelişme gösterdiğini ortaya koydu. Bu, kontrol grubu tarafından hiçbir uyarlama yapmadan kullanılmakta olan mevcut ders kitabının (Sunrise) da öğrencilerin konuşma bacerilerinin gelişmesinde etkili olduğunu gösterdi. bu belirli dil alanlarındaki gelişmenin arkasındaki nedenlerin daha fazla araştırılması gerekmektedir. Öğretmenlerin, öğrencilerin farklı zekalarını karşılamaları ve dil sınıflarında farklı yaklaşımlar seçerken esnek olmaları gerektiği öne sürülmektedir.

Anahtar kelimeler: Çoklu zeka, yabancı dil olarak İngilizce (YDİ), konuşma becerileri, uyarlama, Kürt öğrenciler.

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CHAPTER I

INTRODUCTION

Introduction

The earliest attempts to studying human intelligences dates back to the efforts of Alfred Binet and his colleagues in 1904 who attempted to devise techniques to identify those school students who were in a critical condition and needed to be cared for particularly (Fleetham, 2006). They designed a psychometric test to achieve that goal and it was instantaneously used to assess general ability and intelligence. Later in 1912, Wilhelm Stern worked on Binet's theory and found what is now known as the Intelligence Quotient (IQ) (Baum, Viens&Slatin, 2006). The IQ tests solely measure a restricted number of capacities which are verbal memory, numerical reasoning, visual thinking and logical problem solving. Besides their scientific merit, Fleetham (2006) believes that these attempts did fail to account for the plurality of human intelligences and only favored commonly known intelligences. For that reason, they lacked the capacity to depict the whole complex field of human intelligences. Human beings are different, so are their intelligences. To communicate, each person has his/her own unique way of expression; no two persons can be found who have the same aptitude and proclivity. Study shows that even identical twins who are supposed to represent the prototype of homogeneity, if separated apart, possess different levels of intelligence and creativity and prefer different modes of expressing what they have (Dyer, Gregerson & Christensen, 2009). That makes a pluralistic view of intelligence acceptable and practical.

In 1983 Gardner stood against these prevalent views of intelligence, criticizing them as too narrow and proposing instead his pluralistic understanding of intelligences.

In contrast to the uniform view of intelligence, Gardner (2011) argued that the human brain is made up of various intelligences, each of which works on the basis of specific laws comparatively autonomous from the others. Gardner (2011) defines intelligence as "the ability to solve problems, or to create products, that are valued within one or more cultural settings" (p. 29). First in 1983, he gave seven types of intelligences which were *linguistic*, *musical*, *logical-mathematical*, *spatial*, *interpersonal, bodily-kinesthetic* and *intrapersonal* intelligences. Later in 1994, he concluded that there was sufficient evidence to add *naturalistic* intelligence and the intelligences became eight in number (Gardner, 2011). Concerning a ninth kind of intelligence, namely *existential intelligence*, Gardner (2011) states that there is "suggestive evidence as well for a possible existential intelligence" (p. 15) but he is hesitant to include it because all the criteria of intelligence do not apply to it. Gardner (2011) summarizes the educational implications of his theory into *individualizing* and *pluralizing*. Understanding the intelligences profiles of each student by the teacher is individualizing and teaching students the subjects of study in a range of different ways is pluralizing. Gardner (2011) further expresses his displeasure with teachers' "efforts to cover too much material" which in his opinion results in shallow recall and impedes "genuine understanding" (p. 17). Therefore, the current study focuses on the idea of plurality of intelligences and its bearing on individual learners in language learning. It seeks to find out the application of Gardner's theory, i.e. multiple intelligences (MI), in the field of English language teaching.

Background to the Study and Statement of the problem

The teaching of English in the Kurdish governed region of Northern Iraq has gained importance in the previous years because as Harmer (2001) says English has become the lingua franca of the world. Yet besides receiving much attention, during my

experience as a teacher for four years in Kurdistan region I noticed that most teachers still continue using traditional methods of teaching and treat students collectively not individually based on their different proclivities. Also Aziz (2014) states that the approaches the Kurdish teachers used in their instruction were neither learner-centered nor non-learner-centered instruction. He goes further to say that these teachers were not fully aware of innovative approaches of language learning and instruction. However, the relevant literature in the field indicate to the importance of various intelligences in the classroom and praise its impact on students' achievements and performances (Berman, 2002; Checkley, 1997; Christison, 1996; Christison, 1998; Haley, 2004; Hoerr,2002; Mirzaei et al, 2014; Salem, 2013;). Teachers' continued use of traditional methods in the Kurdish governed region may be due to either loading the curriculum with abundant subjects to study, which gives teachers no choice other than to present the lesson superficially and cover the entire textbook intended to study, or the fact that most teachers are not aware of MI theory and learning differences, hence have no initiative to alter traditional teaching methods. In the Kurdish governed region, as it could be true for other places, students own different profiles of intelligences. Therefore, they require different kinds of activities to cater for their diverse learning needs. MI theory emphasizes the effectiveness of diversity in the classroom and its impact on learning. Bearing that in mind, the current study investigates the application of MI in English language teaching at high school level in Kurdistan region.

In multiple intelligences perspective "no one set of teaching strategies will work best for all students at all times" (Armstrong, 2009, p.72). Bringing this insight to the English as a Foreign Language (EFL) classroom expands the horizon of learning. More intelligences are seen and hence more learners are celebrated. MI theory gives learners the opportunity to follow their ways of interest in learning. Contrary to the traditional methods of teaching, as an innovative approach to language learning, MI lets students

control their learning. As Richards and Rodgers (2001) call it a "learner-based philosophy," MI goes beyond the mere learning of a particular language and becomes a philosophy to develop students' whole personality.

Concerning language learning MI advocates the idea that learners tend to feel more comfortable if they are given the opportunity to express themselves the way they naturally like it. In other words, MI is an approach of learning that supports the notion of giving students miscellaneous techniques of doing a certain activity (Orden, 2005). In traditional classrooms, where lessons are mostly presented verbally and students are supposed to do their parts accordingly, this idea of plurality is lacking. Hence, only learners who naturally have strong verbal or logical intelligences dominate and those with other intelligences do not like to participate in tasks (Brualdi, 1996; Poole, 2000). Thus language teachers ought to think of providing various activities to engage all sorts of students to take part in speaking tasks including those with intelligences other than verbal or logical.

Speaking, among other language skills, is given such an importance by learners to an extent when a student learns a language he/she is called the speaker of that language (Ur,1991). This is due to the fact that the main, if not the sole, purpose of language is communication and this is done mostly through speaking, at least in terms of daily use. Brown (2001) states that speaking is construction of meaning that needs interaction which in turn includes making, receiving and handling information. For this process to happen in a native-like fashion, learners must be engaged in activities that involve the whole aspect of speaking including the sub-skills of pitch, stress, intonation and the paralinguistic features, such as body language and facial expression. Torresan (2010) believes that a language teacher, endorsing a MI methodology starts a lesson with rhythmical text, ends by visualizing the passage and does not forget to involve the students in dynamic solutions that need the body and resorts to sharing the information.

Thus, it goes without saying that a theory like MI has all these elements in its reservoir of techniques for teaching.

Individual differences play a major role in the extent to which learners communicate and speak in the language classroom. As Gahala and Langue (as cited in Haley 2004) note, "teaching with multiple intelligences is a way of taking differences among students seriously, sharing that knowledge with students and parents, guiding students in taking responsibility for their own learning" (p. 165). In general, one of the aims of classroom learning is strengthening learners' speaking skills in the target language. Gardner's theory that human beings have at least eight different intelligences gives applicable techniques to teachers to organize and engage students based on their intelligences. Christison (1996) maintains that MI theory puts a method at the disposal of teachers to review their instructional procedures by taking individual differences into consideration. She talks about the application of MI in lessons through four stages: (I) awakening the intelligence, (II) amplifying the intelligence, (III) teaching for\with intelligence, and (IV) transferring the intelligence. She believes that these four stages are crucial for teachers to design a lesson plan, not to mention their educational bearings to individualize language learning.

Altan (2012) believes that MI-based pedagogy personalizes teaching policy and brings life to language classrooms by incorporating different potentials. Echoing the same idea but put differently, Torresan (2010) states "a person-based didactics bends the assignments to the advantage of the students; thus by varying the ways to present the discipline it meets a wider range of tastes and interests" (p. 12). Taking these words into consideration, EFL teachers are better to consider and plan to cover more intelligences in their teaching and help learners realize and aggrandize their various ways of approaching a certain subject. Students possess different profiles of intelligences and vary in their developed intelligences. Therefore, teachers must guide

learners on how to employ a developed intelligence to better understand a subject presented in a different intelligence other than their stronger ones (Brualdi, 1996). Harmer (2001) believes that "an understanding that there are different individuals in our classes is vitally important if we are to plan the kinds of activity that will be appropriate for them" (p. 42). He further explains that a balance must be kept between the interests of the different learners in the class. In addition to that, giving students various options in learning will help them develop "a sense of 'ownership' of their learning and thereby add to their intrinsic motivation" (Brown, 2001, p. 47). For that reason, in order to realize the usefulness of MI theory in the field of English language teaching and learning its principles must be prudently put into use in EFL classrooms at the high school level in Kurdistan region.

Aim of the Study & Research Questions

The purpose of the current study is to examine whether or not multiple intelligences theory is effective in raising learners' speaking skills in English language. This study aims to find out if students' enrollment in activities where multiple intelligences theory has been used can determine and increase their success in standardized speaking tests. Therefore, the following research questions guided the current study:

1. What are the most and the least common intelligences among Kurdish EFL learners?

2. Which intelligence of the MI theory correlates the most and the least with linguistic intelligence?

3. How much do Kurdish EFL learners improve their speaking skills after being instructed with adapted MI activities?

a) Do students who were instructed with adapted MI activities perform significantly better on a standardized speaking test than those who were not?

b) Which language area do Kurdish EFL learners improve the most and the least?

c) Is there a significant difference between their performances in each language area?

d) Which type of intelligence contributed the most and the least to the improvement of speaking skills of the participants?

Significance of the study

The advent of learner-centered instruction made individual differences in learning a subject of attention and multiple intelligences theory has contributed much to the reinforcement of learner-centered pedagogy. Haley (2001) sought to discover the application of MI theory and its impact on learner-centered pedagogy. Results showed that teachers saw a change in their teaching to a more learner-centered style and they were more excited than before. Concerning learner performance, the study indicates that students showed progress in both speaking and writing. The prevalence of traditional methods of teaching in general and in EFL teaching in particular makes it inevitable that innovative approaches and methods be introduced into the EFL classroom. This tends to be the corner stone of any educational reform in the teaching profession. Though, this process of reformation needs to be required based on empirical research and study in the related context. The results of this study are significant in providing practical recommendations for changes to be made in English language teaching, especially at

high school level, by making use of MI theory. Further, the results can help teachers and educators better understand MI theory and how the present curriculum can be adapted to satisfy diverse student intelligences.

Limitations

The current research study is limited in terms of the place it was conducted, the number of participants and the scope of the study to certain definite conditions. In terms of place, it is limited to only one high school in the Sulaimani province of the Kurdistan region in Northern Iraq. Regarding the number of participants, this study included only two groups of 20 students. The data were collected solely from these two groups. Due to the limited nature of the available resources, such as time and access to different research sites, conducting the study in different contexts was not possible. It is also worth mentioning that this study aims to find out the impact of MI only on students' speaking skills not their performances in general. The fact that Sunrise- an existing course book- was adapted limits the results of this study to the use of this particular learning material.

Conclusion

Multiple intelligences theory is interesting for its tolerance of diversity among learners and gives every learner equal opportunities so that every one of them can reach their aims in the language classrooms. Since it covers a wider number of intelligence types, learners will find interesting ways of learning and employ that to better strengthen their speaking skills. MI is considered to be an effective approach in teaching and learning English in general and developing speaking in particular. In this chapter, the early human study and recognition of intelligence was introduced very briefly along with Howard Gardner's multiple intelligences theory. The attempts of several educators

and language teachers to apply MI theory in education and language teaching have been discussed too. Furthermore, the problem and aim of the study, the research questions and limitations of the study have been introduced. In the second chapter, the literature related to MI theory and its applications in education and language instruction is discussed.

CHAPTER II

LITERATURE REVIEW

Introduction

The history of human quest for knowledge is not empty of endeavors to define what exactly human intelligence is and in what ways people can measure it. The reason behind these efforts has been the idea that measuring one's intelligence is to that person's advantage in many respects. Difference in cultures, preferences and needs led to diverse notions of intelligence and formulation of its principles (Gardner, 2011).

Ruzgis and Grigorenko (as cited in Sternberg, 2000) state that "in Africa, conceptions of intelligence revolve largely around skills that help to facilitate and maintain harmonious and stable intergroup relations" (p. 6), sometimes these capacities are equally valued when it comes to within group relations. As explained by Sternberg, the eastern conception of intelligence among the Buddhist and Hindu philosophies involves mental practices as "waking up, noticing, recognizing and comprehending" (p. 6). On the other end of the spectrum lies a more western view of intelligence, which emphasizes mental processes and high Intelligence Quotient (IQ) scores. Gardner (2011) takes Piaget's theory of development as an example of the western view of intelligence in which "the steps entailed in achieving other forms of competence—those of an artist, a lawyer, an athlete, or a political leader—are ignored" (p. 21). It can be seen in the previous examples that there are various conceptions of intelligence in different parts of the world.

Sternberg (2000) considers Alfred Binet's first test of intelligence as one of the pioneering discoveries concerning intelligence studies at the start of the twentieth

century. As Sternberg states, Alfred Binet believed that an intelligence included intricate mental practices such as verbal memory and reasoning, numerical reasoning and appreciation of logical sequences. The test was a means of assessing school children's mental capacities and making predictions on whether they would succeed at school or not. The problem with this specific sort of IQ tests was that they only measured linguistic and logical-mathematical abilities of children; they failed to account for human imagination and creativity.

Contrary to these general views of intelligence, Gardner (2011) takes a pluralistic view of intelligence in which he recognized the complexity, breadth and multiple levels of intelligence. He believes that intelligence comprises of fairly independent intellectual abilities that are not static and can be developed overtime.

Multiple Intelligences Theory

In 1983, the Harvard University received an offer from a foundation to start a project to investigate human potential. As a product and part of that project came out Gardner's theory of multiple intelligences (MI). The theory departed from the prevalent views of intelligence at that time by proposing a pluralist account for human intelligence. Gardner (2011) proposes his definition of intelligence as "the ability to solve problems, or to create products, that are valued within one or more cultural settings"(p. 27). He is reluctant to say anything about the origins of these intelligences or the appropriate means of measuring them. According to his initial theory, human beings possess at least eight types of independent intelligences, which are influenced by social environment, nurtured through education and can be received genetically. The

selection of these eight types of intelligence are not at random; Gardner (2011) has presented eight criteria to identify any intelligence:

1) Potential isolation by brain damage: As Puchta and Rinvolucri (2007) state, "we can speak of an intelligence being independent of other parts of the thinking apparatus if it is possible for a stroke or an accident to knock out other parts of the brain but leave that original intelligence relatively intact" (p. 12).

2) The existence of idiot savants and prodigies: An idiot savant is a person who is talented in one area but an idiot in every other respect. A prodigy is someone who is precocious in one or more areas of competence. The presence of one of these examples proves that an intelligence can work independently from the others (Gardner, 2011; Puchta & Rinvolucri, 2007).

3) An identifiable core operation or set of operations: Intelligences have one or more central operations or mechanisms, which are supposed to treat different types of input. Examples of these operations are initial sensitivity to pitch for musical intelligence, the capacity to imitate body movements for kinesthetic intelligence (Gardner, 2011; Puchta&Rinvolucri, 2007).

4) A distinctive developmental history, along with a definable set or expert "end-state"performances: Each one of the eight intelligences starts at a specific time in childhood, reaches its peak at a time and during a time gradually declines. For instance musical intelligence starts at an early age and can reach its peak early too, but linguistic can be reached at a late age (Christison, 1998).

5) An evolutionary history and evolutionary possibility: Gardner (2011) states that "The roots of our current intelligences reach back millions of years in the history of the species. A specific intelligence becomes more plausible to

the extent that one can locate its evolutionary antecedents" (p. 69). An instance for this can be the archaeological findings that indicate the presence of music instruments in the past times.

6) Support from experimental psychological tasks: Psychological studies indicate that intelligences work separately from each other. For example, some people are highly developed in an intelligence. However, they are not that developed in other intelligences. Christison (1998) states that those people who remember words better than faces are examples to support this criteria.

7) Support from psychometric findings: Some of the standardized tests can serve to support the MI theory. For example, the Weschsler intelligence scale for children includes some sections that cover some of the intelligences of the MI theory (Christison, 1998).

8) Susceptibility to encoding in a symbol system: Gardner (2011) states that much of the communication and exchange of information occurs through symbol systems. Language, pictures, mathematical symbols and musical notes are but some samples of these symbol systems (Christison, 1998).

Based on these criteria, the eight intelligences of the MI theory are listed as the following:

Linguistic intelligence: this intelligence includes the capacity to use words effectively both in writing and speaking. This embraces the skills of remembering information, the ability to persuade others to do things and talking about language itself. Poets, writers, journalists are considered to have developed linguistic intelligence (Christison, 1996; Gardner, 2011).

Logical-mathematical intelligence: The holders of this intelligence can utilize numbers well, as in mathematicians and statisticians, and reason well as in scientists and logicians. These people can comprehend logical patterns and the principles of cause and effect (Armstrong, 1994; Christison, 1998).

Musical intelligence: This intelligence is sensitivity to rhythm, pitch, and melody. The holders of this intelligence like singing, playing musical instruments and can remember melodies. Through utilizing instruments or their voices, they can replicate and make musical pieces effectively (Armstrong, 1994; Gardner, 2011).

Spatial intelligence: This is the capacity to understand the visual world correctly and to work on those perceptions by transforming them. This intelligence is well seen among those people who can think in pictures and three-dimensional terms, such as sailors, engineers and painters (Armstrong, 1994; Christison, 1998).

Bodily-kinesthetic intelligence: Gardner (2011) describes people with strong bodily intelligence as those who have the capacity to create products and solve problems through dexterity and motor skills. The ability to express ideas and feelings through one's body as in dancers and actors is also characteristic of this intelligence (Christison, 1998).

Interpersonal intelligence: Holders of this intelligence are able to realize and distinguish the feelings, temperaments and intents of others and work on it. This intelligence is really strong in successful teachers, leaders, politician and lawyers. People with this intelligence enjoy working with others and are able to have impact on them (Armstrong, 1994; Gardner, 2011).

Intrapersonal intelligence: This is the appropriate and accurate understanding of one's own strengths, weaknesses, intentions and moods. People with highly

developed intrapersonal intelligence know who they are, what they can do and how to react to things. They can manipulate their feelings and emotions (Gardner & Checkley, 1997, Christison, 1998).

Naturalist intelligence: This is the ability to discriminate between animals and plants in the environment and the sensitivity to the other phenomena in nature like clouds, mountains and rock configurations. The other aspects of this intelligence in society is evident in distinctions made between cars, sneakers and CDs (Armstrong, 1994, Gardner & Checkley, 1997).

Educational Bearings of Multiple Intelligences Theory

Ever since Gardner's publication of his magnum opus, *Frames of Mind* in 1983, researchers, scientists and educators started seeking and finding procedures to apply the theory in various fields of practice. However, Gardner himself, due to the requirements of the project from which his theory has derived, gave some portion of his work to the educational implications of his theory. This did not cater educators' zeal to apply the theory and find its educational bearings.

Armstrong (2009) says that from the beginning, MI theory was fascinating because by offering a method to appreciate the inherent talents of children, it helped him to detach himself from a deficit-oriented viewpoint in special education. Further, he argues that a new method was needed focusing on the gifts of those disabled children. Fortunately, there was no need to forge something new since Gardner had already provided his theory. Armstrong has worked on practical applications of the theory as early as the mid-eighties; in his introduction to Armstrong's book, Gardner praises Armstrong's efforts in this respect due to the "accuracy of his accounts, the clarity of

his prose, the broad range of his references, and the teacher-friendliness of his tone" (Armstrong, 2009, p. 10).

Following the same route, Hoerr (2002) sated that MI has two great lures for educators. First, looking via an MI lens, children will prosper better, and second, the teacher's role changes when applying procedures in line with the MI theory. The number of students who are successful in school increases the moment teachers start providing students miscellaneous tracks to follow in their learning. Hoerr goes on to say that there is no point in making use of our knowledge and competencies as teachers when everything is designed and determined by a 'faraway' publisher. Instead, he concludes that MI-based approach to teaching gives the teacher a chance to draw on his "curricular expertise, knowledge of pedagogy" to understand and speak to her students (Hoerr, 2002, p. 1).

Kallenbach (2006) mentions the experiences of a team of teachers who sought to find out the outcome of instructions based on MI in adult education. The study suggests six themes arising from the application of MI. Besides the advantage of giving students different kinds of activities, the study claims that teachers could create better lessons just by making use of the information gathered concerning the students' preferences. Presenting the students with options to manage their learning and manifest their understanding had created an atmosphere of power sharing between students and teachers, i.e. the lessons became more learner-centered (Kallenbach, 2006). Kallenbach then reports a teacher's statement saying: "in the end, it's about looking at everyone from a strengths perspective. We all have strengths" (p. 21). The use of MI theory for educational purposes has shown that it gave new insights to teachers for the treatment of children with learning difficulties. Furthermore, applying MI theory increased the

chance of providing students with activities relevant to their individuality in learning.

Multiple Intelligences and English Language Teaching

Teaching English as an integral part of any educational curriculum has been the focus of many researchers and educators interested in the application of the MI theory. Stated earlier were some implications and potential advantages of the theory for both teachers and learners, not to mention the theory's direct implications for curriculum designers and teachers' choice in selecting materials.

Christison (1996) was one of the first teachers/educators who tried to present activities regarding the application of MI in English as a Foreign Language (EFL)/English as a Second Language (ESL) classes. She states that two steps are essential to designing any MI-based language lesson; one is categorizing the activities according to the intelligences, i.e., which activity suits which intelligence. The second step is "to track what we are doing in our lesson planning and teaching" (p. 10). That is to note down and count what intelligences have been addressed during a week and how many times. Christison asserts that ESL/EFL teachers usually work with students that have different intelligences. Therefore Gardner's theory is indispensable for them. Teachers can strengthen intelligences with various techniques and MI theory can be of service for teachers to devise individualized studying environments (Christison, 1996).

Interested in the role of MI in framing and providing principles for teaching and instruction, Haley (2001) undertook a study. In his study, he aimed to point out, report and endorse 'real-world' implementation of MI theory in foreign and second language classrooms. The results showed that the procedures followed were effective and teachers experienced a change in their management of the class to a more learner-

centered one. Concerning students, the research reported an increase in student motivation to learn and that "students' strengths and weaknesses can be affected by a teacher's pedagogical style" (Haley, 2001, p. 359) when seen from an MI point of view.

Saidi and Khosravi (2013) inquired whether the students' use of certain types of intelligences had any effects on foreign language classroom anxiety. In their study, which was conducted with EFL university students, they found out that there was a low negative correlation between linguistic, interpersonal and intrapersonal intelligences and foreign classroom anxiety, i.e. the more students used these three types of intelligences, the less they felt anxious in the language classroom. Based on their findings, they suggest that material designers and EFL teachers should take this into consideration, and in formulating lessons and materials, include activities to cultivate and strengthen these aforementioned intelligences (Saidi & Khosravi, 2013).

More studies looked into the relation between learners' MI and vocabulary test results (Javanmard, 2012), gender, success in grammar, writing and listening in EFL (Saricaoglu & Arikan, 2009). Results show that there isn't a significant positive correlation between intelligences and learners' performance on vocabulary tests. Javanmard (2012) argues that there may be other elements of individual differences like learning styles and strategies that affect the learners' performance on vocabulary tests. Further, there are both negative and positive correlations between gender and students' MI, i.e., results showed positive relation between linguistic intelligence and different genders (Saricaoglu & Arikan, 2009). Learners' performances in grammar tests were negatively correlated with intrapersonal and bodily-kinesthetic intelligences (Javanmard, 2012).

Subasi (2014) conducted a study with high school students in Turkey. The study investigated the use of MI theory in vocabulary development programs.

Results indicate that students involved in this program increased their participation in vocabulary practice activities. Dogan (2004) investigated the impact of MI theory on students' writing performances. Findings revealed that students who were taught using MI activities performed better on writing tests. Similar studies investigated the impact of MI theory on learners' speaking skills and it was found that learners improved this skill after being instructed with MI activities (Salem, 2013).

Conclusion

This chapter presented the relevant literature regarding multiple intelligences theory. The earliest studies of intelligence together with diverse views of intelligence were briefly discussed. Then, Howard Gardner's view of intelligence was presented followed by his criteria of what an intelligence is. The eight types of intelligence were described. The implications of multiple intelligences theory in education in general and in English language teaching in particular have also been discussed. The present research study's design and methodological considerations will be presented in the next chapter.

CHAPTER III

METHODOLOGY

Introduction

The aim of this chapter is to describe the research design, its participants and procedures followed to collect and analyze the collected data. Research ethics together with the reliability and validity of the instruments will be presented.

Research Design

The present study was conducted using a quasi-experimental design. Ary et al (2010) state that an experimental research is the "study of the effect of the systematic manipulation of one variable(s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable" (p. 26). In this research, the independent variable was the students' exposure to language learning activities designed according to the Multiple Intelligences (MI) theory and the dependent variable was their performance on a specific speaking test. This research was quasi-experimental since the selection of the control and treatments was not a random procedure. In other words, this research used already assembled classes to test the impact of the treatment. The participants were given pre- and post-tests to find out their levels in speaking English and to investigate the possible influence of using MI activities on students' speaking skills in English language classes at the high school level in Kurdistan region. The test used as the pre-post-tests was Cambridge's Preliminary English Test (PET), which is suitable to the B1 level according to the Common European Framework of Reference

(CEFR) (Cambridge English Preliminary, 2012). The participants included two groups of students, i.e., the experimental group and the control group. The experimental group were taught using MI activities, which were modified versions of the activities that already existed in the Sunrise textbook. The Sunrise textbook activities were used with the control group without making any changes to them.

The Sunrise Secondary Methodology indicates that the Sunrise textbook activities are innovative and communicative. It also claims that the activities were designed according to the principles of the MI theory. However, a chapter by chapter analysis of the textbook's activities showed that the Sunrise textbook does not cover all of the eight intelligences in the MI theory. For that reason, learners in the control group, who were taught using the Sunrise textbook activities without any adaptations, were mostly working with their linguistic, logical mathematical, interpersonal and spatial intelligences (see Appendix A).

Context

The participants of this study were students from a coeducational preparatory school. This school was public which is funded by the government. In public schools in northern Iraq, students start studying English from their first year of education. Public education is divided into basic and preparatory; basic education is compulsory and starts from 1st year and continues until 9th level and preparatory includes 10th through 12th levels. English lessons are studied in all of the levels and students have five hours of English every week in the preparatory level. All the other lessons are taught in Kurdish in public schools. Therefore, students' only contact with English language is in their English lessons. However, the possibility of learners being exposed to English language

outside the classroom setting cannot be overlooked especially due to the fact that nowadays most people are exposed to English language via social media.

Participants

The participants of this study were 11th graders at high school level, studying at a coeducational preparatory school in the Sulaimani province of Kurdistan, northern Iraq. The participants came from two classes in a coeducational high school in Darbandikhan city. There were three main reasons for choosing this research site. First, this school had fewer number of students in their classes and was not overcrowded like other schools in the same city. Second, the school's principal gladly provided facilities to conduct the research, which enables easy access to both the students and their parents for consent purposes. Finally, no prior research had been conducted in the site.

There were 20 students in the experimental group and 20 students in the control group. All of the students were from the Kurdistan region and from the same town. In both groups, the students were between 16 to 19 years old. There were 11 girls and 9 boys in the control group and 14 girls and 6 boys in the experimental group. In the control group, most of the students had scores below 13 out of 25 in the pre-test except for one, whose score was 15. In the experimental group, also most of the students had scores below 13 except for two students whose scores were 17. Since students with high marks were only three in total, it can be inferred that the findings of this study are more suitable to those students who did not achieve high marks in the pre-test.

Procedures

Before starting the research study, written permission was obtained from the General Directorate of Education, in Darbandikhan city in the Kurdish governed northern Iraq (see Appendix B). Since the study was designed to be an experimental one, MI activities were previously developed by the researcher together with the research supervisor and an expert in the field. Details of this process of materials development will be further described in the section "Materials." Majority of the MI activities used in the treatment were adapted from the Sunrise Student's Book (11^{th} grade). These activities were mostly developed by making use of two books: *Multiple Intelligences in EFL* (Puchta & Rinvolucri, 2007) and *Multiple Intelligences in the Classroom* (Armstrong, 1994) together with the Sunrise Student's Book for 11^{th} level. They were also supported with some extra activities that were not in the textbook. These activities were only used with the experimental group since the research design was quasi-experimental. The Sunrise textbook activities were used with the control group without making any changes.

At the beginning of the 2014-2015 academic year, the researcher went to the intended school to start the study. The first step was to introduce to the students the reasons behind the study and ask them to willingly join it. As the students were all under 18 years old, their parents' permission was obtained prior to starting the experiment (see Appendix C). The next step was telling the students in the experimental group that they were going to study two lessons per week with activities adapted from their books based on the MI theory and what they were expected to do during the semester.

After that, both groups were given an informal MI inventory (see Appendices D & E). The reason for using this inventory was to find out the most and least common

intelligences amongst participants in each group. The inventory was adapted from Armstrong (1994) and Fleetham (2006) and it was written both in Kurdish and English. It was translated to Kurdish in order to make sure the participants could fully understand the statements. The inventory was also back translated into English by another English teacher to validate the Kurdish translation. The students were given the inventory and asked to choose among three options ("Agree," "Sort of Agree" and "Disagree") to respond to the given statements. After that, the PET speaking test was administered to both groups for collecting data for the pre-test. The standard PET test format requires two candidates/students and two examiners. The researcher acted as the interlocutor and an English teacher acted as the assessor. The assessor was a candidate master student, studying English Language and Literature in the United Kingdom. The interlocutor was responsible for administering the test along with giving marks to Global Achievement, while the assessor took no part in the interaction.

The treatment of period of the study lasted for three months. During these three months, the participating students spent two lessons per week for the purposes of the research study. Both classes/groups were taught by the researcher on the same day. Concerning the experimental group, the researcher usually recorded the implementation of MI activities in the classroom in the daily lesson plans (see Appendix F). This documentation of the use of MI activities helped to give equal chances to all intelligences while developing the lesson plans. The MI inventory, which was administered at the beginning of the research, served as an important tool for both the researcher and the students to understand and recognize the students' strong and weak intelligences. Besides realizing their dominant intelligences, the students were working with all the other intelligences to strengthen the weaker ones.

Before the implementation process, the researcher developed lesson plans by making use of a wide variety of MI instructional strategies (see Appendix F). It is worth noting that the existential intelligence was not covered in the lesson plans since Gardner (2011) considers it a candidate intelligence, not a decided intelligence and neither Armstrong (1994) nor Puchta and Rinvolucri (2007) provide instructional activities for that intelligence. The final step of the experiment included the post-test for the two groups in the same way after finishing the treatment period. After that, all the data were put into the computer program Statistical Package for Social Sciences (SPSS) to be analyzed. Details of this analysis will be discussed in the "Data Analysis" section.

Materials

MI activities were developed to be used with the experimental group by the researcher. The main source for those activities was the Sunrise Student Book, together with some other additional materials (see Puchta & Rinvolucri, 2007 for more details). To adapt the Sunrise activities adding, omitting, modifying and re-ordering as adaptation strategies were used (Salli, 2005). Since the activities were mostly adaptations, it is relevant to indicate the page number and the unit from which they were adapted. As illustrated in Table 1, in the first unit, 6 activities were adapted: page 4 (n = 1), page 5 (n = 1), page 6 (n = 1), page 7 (n = 1) and page 8 (n = 2) (see Appendix G for a sample adapted activity). In the second unit, 6 activities were adapted on page 12 (n = 1), page 13 (n = 1), page 14 (n = 1), page 15 (n = 1), page 16 (n = 1) and page 17 (n = 1). In the third unit, 5 activities were adapted; page 20 (n = 1), page 21 (n = 1), page 23 (n = 2) and page 25 (n = 1). In the Literary Reader of the Sunrise textbook, 4 MI activities were developed. These were on pages 77-78 (n = 2), pages 79-81 (n = 1) and pages 82-86 (n = 1). In the fourth unit 2 activities were adapted: page 30 (n = 1) and

page 31 (n = 1). Besides these, 4 additional activities were added to make for some intelligences where adapting the Sunrise activities did not suffice (see Appendix H).

Table 1

MI Adapted Activities

Unit	Page	Adaptation strategies				Intelligences covered after adaptation							
		Re-ordering	Modifying	Omitting	Adding	Linguistic	Logical	Spatial	Kinesthetic	Musical	Interpersonal	Intrapersonal	Naturalist
1	4			✓	✓	✓	✓	✓			✓		✓
	5		✓		✓	✓	✓		✓	✓	✓	✓	
	7		✓		✓	✓	✓	✓			✓	✓	
	6	✓	✓		✓	✓	✓		✓	✓			✓
	8		✓	✓	✓			✓	✓		✓		✓
2	8			✓	✓	✓				✓	✓	✓	
	12		✓				✓	✓			✓	✓	
	13				✓	✓			✓	✓			✓
	14			✓	✓	✓	✓	✓			✓		✓
	15		✓		✓	✓			✓	✓		✓	
	16			✓	✓	✓	✓	✓			✓	✓	
	17			✓	✓				✓	✓	✓	✓	✓
3	20		✓		✓	✓		✓		✓		✓	
	21		✓	✓	✓	✓		✓	✓		✓		✓
	23		✓			✓	✓	✓			✓		
	23		✓		✓				✓	✓		✓	✓
	25			✓	✓	✓		✓			✓		✓
4	27				✓	✓	✓	✓			✓		
	28		✓		✓				✓	✓		✓	✓
L.Reader	77		✓		✓	✓	✓		✓		✓	✓	
	78		✓		✓	✓	✓		✓		✓	✓	
	80-1		✓			✓		✓		✓	✓		✓
	82-6		✓			✓	✓	✓			✓		
Additional					✓	✓			✓	✓			✓
					✓		✓	✓	✓	✓	✓		
					✓	✓				✓		✓	✓
					✓			✓			✓	✓	

Overall, 27 activities were employed in the teaching /treatment period. The additional activities were developed from the book "Multiple Intelligences in EFL" (see

Puchta & Rinvolucri, 2007 for more detail). All the adaptations and the activity developments were carried out with the help of an expert in the field whom he was given each activity to confirm its validity.

The other instrument used in the data collection was the informal MI inventory. As it was mentioned earlier, it was adapted from both Fleetham (2006) and Armstrong (1994). Haley (2004) selected six of the ten statements for each intelligence in Armstrong's MI inventory which he considered to be suitable for school age children and developed a questionnaire of his own. Haley's six statements together with four statements from Fleetham's MI inventory were chosen. The reason for using these two inventories was to make the adapted version more comprehensive. Therefore, the inventory was a combination of both sources and there were overall 80 statements, ten statements for each intelligence. The participants were supposed to choose from "Agree (2),""Sort of Agree (1)" and "Disagree (0)" as their responses to each statement. After that, the inventory was piloted by giving it to 10 students. The students found no difficulties understanding the inventory statements. In order to estimate the reliability of the pilot study results, the data were analyzed using SPSS and the results showed that the Cronbach's Alpha reliability was .703. This is considered to be reliable (Ary et al., 2010). The data collected through this MI inventory were used to describe the existing intelligences of the participants. The results of this analysis will be presented in the next chapter.

To decide which standardized test to use for pre-post tests, the researcher piloted the First Certificate in English (FCE) Cambridge Test's speaking section. FCE is a test for non-native speakers of English at B2 level. The results of this piloting showed that the students found it difficult to understand the FCE test questions (see Appendix I). Thus, the researcher of this study, together with the research supervisor, decided to use

PET as a standardized pre- and post-test as it is slightly easier and more suitable for the B1 level (see Appendix J). Therefore, the material used for collecting data in the pre- and post-tests was the PET's speaking section. More specifically, it was test number 6, 2010. The test was administered to both the experimental and control groups. As the test requires, two students were asked to sit together to answer the test questions.

The PET speaking test consists of four parts (see Appendix J). In the first part, each student interacts with the examiner/interlocutor, while in the second, the two students interact with each other to discuss a topic with the aid of a visual stimulus. In the third part, each student takes his/her long turn to describe a given photograph while in the fourth, the students interact with each other again to develop a theme established in the third part. To assess the students' speaking skills, the assessors give marks to Grammar and Vocabulary, Discourse Management, Pronunciation, Interactive Communication and Global Achievement (see Appendix K).

Data Analysis

To analyze the collected data SPSS was used. The data which were collected through the pre- and post-tests were analyzed quantitatively. The students' pre-post-tests were graded out of 25 and the results were put into SPSS. Paired samples t-tests were used to analyze the data of the two groups to find out whether there was any significant difference in each groups' performances in the pre- and post-tests. Independent Sample t-tests were used to analyze the data and to compare the experimental and control groups' performances in the pre- and post-tests to find out any possible significance differences in terms of their speaking skills. Descriptive statistics and Pearson r correlation were also used to analyze the data.

Validity

Ary et al. (2010) define validity as "the extent to which scores on a test enable one to make meaningful and appropriate interpretations" (p. 24). To achieve internal validity, the study was conducted by using two groups of students. One of the groups was the experimental and the other one was the control group. The researcher was the teacher of both groups in order to minimize any differences related to teacher experience, personality and teaching approach. To achieve the aims of the study, the MI language learning activities were studied by the experimental group while language learning activities that existed in their textbooks were used with the control group. After the treatment, both groups were administered the PET exam again and the findings were analyzed by SPSS. The pre-test and post-test design was used to ascertain that the students' performances were due to the treatment. Concerning the validity of the student tests, Cambridge's PET test was used which is a standard proficiency test designed by Cambridge testing experts. In this way systematic sources of error in testing, which Ary et al. (2010) consider to be the root of validity problems, were prevented. In choosing this test, the level of students' understanding of the test items was significant. To make sure that the test was an appropriate instrument to collect data for the research, it was administered to a group of ten students as a pilot test. During the test administration for the piloting, the students had no problems understanding the test items. Therefore, the test used to examine the students' speaking performances is thought to be a valid instrument.

Reliability

Ary et al. (2010) state that "the reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring" (p. 236). As the main instrument for collecting data was testing, to ensure that the participants were graded in a reliable way, PET speaking section was used. Cambridge's PET speaking section requires two raters to assess the candidates' speaking skills. The assessor gives marks based on the analytical assessment scales for these criteria: Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive Communication. The assessor has 5 points to give for each of these components. The interlocutor gives marks based on global assessment scales; he/she only gives 5 points (see Appendix K). The marks were given following the PET guidelines for the speaking section (see Appendix L). Finally, all the marks given to the four analytical scales are combined with the global assessment scale. Together, they all make the total mark, which is 25.

Concerning multi-item scales, Ary et al. (2010) argue that "these measures typically have only moderate reliability (.60 to .70)" (p. 249). The MI inventory used in the current study had a Cronbach Alpha score of .703. Therefore, the instrument was thought to be reliable. The Cronbach Alpha score was also calculated for student pre-tests and the result was .86; it was also calculated for the post-test and the result was .94 which are both high reliability coefficients.

Ethical Considerations

Since the participants of the study were all under 18, their permission together with their parents' were obtained by sending them a written consent form (see Appendix C). The researcher ensured both students and their parents that the test results, the

inventory findings and their personal information would be kept confidential and everything would be used for research purposes only. The students were also told to feel free to withdraw from the study whenever they thought it was difficult to continue due to the long-lasting nature of the study. However, it is worth mentioning that no student left the study.

Every effort was made to minimize possible researcher bias. This was an issue specifically in the assessment of the speaking test that was administered as the pre- and post-tests in this study. In order to avoid it, first native speakers were considered to replace the assessor and the researcher as the interlocutor in the exam. However, this proved to be very difficult, if not impossible, since the assessment needed training and required a lot of time. Therefore, a Kurdish EFL teacher, who had previous training in administering the PET test, was chosen to assess the students' performances. She was asked to follow the assessment criteria as described in Appendix K strictly. The researcher took on the interlocutor's position, minimizing the marks that he can assign to each student to 5 out of 25.

Conclusion

This chapter presented the research methods used, the procedures followed and how they were employed in carrying out the study. The nature and the aims of the study required a quantitative quasi-experimental research design with pre- and post-tests. The participants were two groups of Kurdish speaking English as a Foreign Language (EFL) students at high school level and they voluntarily participated in the study. In the fourth chapter, the findings of the statistical analysis will be presented followed by a discussion of these findings in relation to the existing literature in the field.

CHAPTER IV

FINDINGS and DISCUSSION

Introduction

In this chapter, the results of the analysis of students' pre-tests and post-tests are presented and discussed. The results were analyzed using the Statistical Package for Social Sciences (SPSS) by making use of paired sample t-tests, independent sample t-tests, descriptive statistics and Pearson r correlation. The findings of these analyses are discussed thoroughly alongside referencing similar findings in the field. The following analyses were guided by the three main research questions already presented in the first chapter of this thesis:

1. What are the most and the least common intelligences among Kurdish EFL learners?

2. Which intelligence of the MI theory correlates the most and the least with linguistic intelligence?

3. How much do Kurdish EFL learners improve their speaking skills after being instructed with adapted MI activities?

    a) Do students who were instructed with adapted MI activities perform significantly better on a standardized speaking test than those who were not?

    b) Which language area do Kurdish EFL learners improve the most and the least?

c) Is there a significant difference between their performances in each language area?

d) Which type of intelligence contributed the most and the least to the improvement of speaking skills of the participants?

The Least and the Most Common Intelligences

The results of the MI inventory, which are presented in Table 2, showed that intrapersonal, spatial and naturalist were the participants' most common intelligences.

Table 2

Descriptive statistics of the participants' most and least common intelligences

Types of Intelligence	Mean	Std. Deviation
Intrapersonal	13.00	3.004
Spatial	12.00	2.819
Naturalist	11.88	3.196
Interpersonal	11.38	2.508
Kinesthetic	11.28	2.428
Logical-mathematical	10.73	2.764
Musical	10.20	3.156
Linguistic	9.88	2.848

In addition, the least common intelligences were linguistic, musical and logical-mathematical intelligences.

Intelligences that correlate the most with Linguistic intelligence

Speaking a language is usually associated with one's linguistic intelligence. It is one of the aims of this research to find out which intelligence correlates the most with linguistic intelligence. Hence, the possibility of any individual intelligence's

contribution to the improvement in the speaking skills of the participants is explored too.

Linguistic and logical-mathematical intelligences: After running the Pearson r correlation test, it was found that there is a weak positive correlation between linguistic and logical-mathematical intelligence, r(38)= .370, p =.019. Further detail is shown in Table 3.

Table 3

Pearson r correlation between Linguistic and Logical-mathematical intelligences

		Linguistic	Logical
Linguistic	Pearson Correlation	1	.370*
	Sig. (2-tailed)		.019
	N	40	40
Logical	Pearson Correlation	.370*	1
	Sig. (2-tailed)	.019	
	N	40	40

Linguistic and spatial intelligences: The Pearson r correlation for the relationship between linguistic and spatial intelligences indicated that there was a weak positive correlation between linguistic and spatial intelligence, r(38)= .118, p =.468. Table 4 presents more details of this analysis.

Table 4

Pearson r correlation between Linguistic and Spatial intelligences

		Linguistic	Spatial
Linguistic	Pearson Correlation	1	.118
	Sig. (2-tailed)		.468
	N	40	40
Spatial	Pearson Correlation	.118	1
	Sig. (2-tailed)	.468	
	N	40	40

Linguistic and bodily-kinesthetic intelligences: The Pearson r analysis was also run for the correlation between these two intelligences. The results indicated that there was a weak positive correlation between linguistic and bodily-kinesthetic intelligences, r(38)= .101, p =.533, for the participants of this study. In Table 5 further details are presented.

Table 5

Pearson r correlation between Linguistic and Bodily-kinesthetic intelligences

		Linguistic	Bodily-kinesthetic
Linguistic	Pearson Correlation	1	.101
	Sig. (2-tailed)		.533
	N	40	40
Bodily-kinesthetic	Pearson Correlation	.101	1
	Sig. (2-tailed)	.533	
	N	40	40

Linguistic and musical intelligences: The Pearson r correlation analysis for the linguistic and musical intelligences show that there was also a weak positive correlation

between linguistic and musical intelligences, r(38)= .134, p =.409. Further details are shown in Table 6.

Table 6

Pearson r correlation between Linguistic and Musical intelligences

		Linguistic	Musical
Linguistic	Pearson Correlation	1	.134
	Sig. (2-tailed)		.409
	N	40	40
Musical	Pearson Correlation	.134	1
	Sig. (2-tailed)	.409	
	N	40	40

Linguistic and interpersonal intelligences: The Pearson r correlation analysis for the linguistic and interpersonal intelligences showed that there was also a weak positive correlation between linguistic and interpersonal intelligence, r(38)= .226, p =.161. Further detail is shown in Table 7.

Table 7

Pearson r correlation between Linguistic and Interpersonal intelligences

		Linguistic	Interpersonal
Linguistic	Pearson Correlation	1	.226
	Sig. (2-tailed)		.161
	N	40	40
Interpersonal	Pearson Correlation	.226	1
	Sig. (2-tailed)	.161	
	N	40	40

Linguistic and intrapersonal intelligences: The Pearson r correlation analysis was also run for the relationship between these two intelligences. The results indicate that there was a strong positive correlation between linguistic and intrapersonal intelligences, r(38)= .695, p =.000. In Table 8 further details are presented.

Table 8

Pearson r correlation between Linguistic and Intrapersonal intelligences

		Linguistic	Intrapersonal
Linguistic	Pearson Correlation	1	.695
	Sig. (2-tailed)		.000
	N	40	40
Intrapersonal	Pearson Correlation	.695	1
	Sig. (2-tailed)	.000	
	N	40	40

Linguistic and naturalist intelligences: The Pearson r correlation analysis for the linguistic and naturalist intelligences showed that there was a weak negative correlation between these two intelligences, r(38)= -.236 p =.143. Further details are shown in Table 9.

Table 9

Pearson r correlation between Linguistic and Naturalist intelligences

		Linguistic	Naturalist
Linguistic	Pearson Correlation	1	-.236
	Sig. (2-tailed)		.143
	N	40	40
Naturalist	Pearson Correlation	-.236	1
	Sig. (2-tailed)	.143	
	N	40	40

Worth mentioning is the fact that most of the intelligences were found to have weak positive correlations with linguistic intelligence. The only intelligence with a strong positive correlation with linguistic intelligence was intrapersonal intelligence. This intelligence was also the most common intelligence among the participants, which suggests that it may be the one that has contributed to the improvement of the participants' speaking skills the most in the current group of participants. On the other end of the spectrum lies naturalist intelligence with a weak negative correlation with the linguistic intelligence. Naturalist intelligence was also found to be one of the most common intelligences amongst the participants. However, the fact that it had a negative correlation with the linguistic one reduces the possibility of the results being negatively affected by this correlation.

Learners' Performance on Pre-Post-tests

It was indicated in the previous chapter that the students in both the experimental and the control group were given the Preliminary English Test (PET) speaking section to determine the level of their performances in speaking before and after the treatment. The data collected through this instrument was used to find out how much students in both groups have improved their speaking skills after the treatment.

Experimental group's pre-test and post-test results. To find out whether there is any significant difference between the pre-test and the post-test results of the experimental group, paired sample t-test was used. Table 10 shows the mean scores of the pre-test and post-tests of the experimental group. The analysis indicates that the mean scores for this group was 8.75 in the pre-test, which has increased to 11.05 in the post-test. Therefore, there appears to be an improvement in the speaking performances of the participants in the post-test. In order to see whether this increase was statistically significant or not, a paired sample t-test was utilized.

Table 10

Pre-Post-test Results for the Experimental Group

		Mean	N	Std. Dev.
Experimental Group	pre-test	8.75	20	4.153
	post-test	11.05	20	5.052

In Table 11, the paired samples t-test analysis of the mean differences of the two tests are presented. The results of this test show the difference between the pre-test and post-test to be statistically significant ($p < .05$).

Table 11

Significance test for experimental group's test scores

		Paired Differences						
		Mean	Std. Dev.	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed
				Lower	Upper			
Experimental Group	Pre-test-Post-test	-2.300	1.895	-3.187	-1.413	-5.429	19	.000

Therefore, it can be said that the participants in the experimental group have significantly improved their performances in the standardized speaking test following the treatment.

Control group's pre-test and post-test results. In Table 12, the control group's pre-test and post-tests are presented. The results indicate that the mean score of the participants' pre-test results is 7.90 and that this score has increased to 9.45 in the post-test.

Table 12

Pre-Post-test Results for the Control Group

		Mean	N	Std. Dev.
Control Group	pre-test	7.90	20	2.845
	post-test	9.45	20	3.364

Table 13 presents the t-test analysis of the mean differences of the two tests. The results of this paired samples t-test show the difference between the pre-test and post-test to be statistically significant. The outcomes of this analysis show that the *t* value is $t = -4.507(19)$, $p < .05$. This score means that the differences between the pre-test and post-test was statistically significant.

Table 13

Significance test for control group's test scores

	Paired Differences							
		Mean	Std. Dev.	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed
				Lower	Upper			
Control Group	Pre-test-Post-test	-1.550	1.538	-2.270	-.830	-4.507	19	.000

The paired samples t-tests of the two groups show that learners in both the control and the experimental groups have significantly improved their speaking skills in the post-test when compared to their scores in the pre-test. However, a comparison of the mean differences for each group's pre and post-test results indicate that the learners in the experimental group increased their mean scores slightly more than the control group. To know whether this difference is statistically significant an independent samples t-test was run. Table 14 shows the findings of the independent samples t-test. The results of the t-test analysis suggest that there is no statistically significant

difference between the two groups in terms of their performances in the speaking tests. However, if the mean scores of the pre-tests are closely looked at for the two groups, a meaningful difference can be noticed. The experimental group's mean score for pre-test was 8.75 and the control group's mean score was 7.90. These two scores were initially close to each other, whereas this difference appears to have expanded in the post-test.

Table 14

Significance Test between the Experimental and Control group test scores

		Levene's Test for Equality of Variances		**t-test for Equality of Means**					
		F	**Sig.**	**T**	**Df**	**Sig. (2-tailed**	**Mean**	**95% Confidence Interval of the Difference**	
								lower	**Upper**
Pretest	Equal variances assumed	4.345	.044	.755	38	.455	.850	-1.429	3.129
	Equal *variances not* assumed			.755	33.614	.455	.850	-1.439	3.139
Post-test	Equal variances assumed	8.689	.005	1.179	38	.246	1.600	-1.147	4.347
	Equal variances not assumed			1.179	33.077	.247	1.600	-1.161	4.361

The experimental group's mean score was 11.05 in the post-test (2.3 points increase) while the control group's mean score is 9.45 (1.55 points increase). The

difference in the proportions of improvement for the groups is not very large. So, this may show that both groups improved in similar ways. The possible reason for this finding will be discussed further in the discussion section.

Learners' Performance in Each Language Area

Experimental Group's Results

When the participants' performances in the experimental group were compared between their scores in the pre-test and the post-test within each language area, it was found that the participants have increased their scores in all language areas.

Table 15

Pre-Post-test results for the Experimental group

Language Areas	Grammar and Vocabulary		Discourse Management		Pronunciation		Interactive Communication		Global Achievement	
Measurement	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Pre-test	1.70	.979	2.35	.988	1.70	.865	1.15	.933	1.85	.988
Post-Test	2.20	1.196	2.70	979	2.35	1.137	1.45	.759	2.35	1.348

The participants seem to have increased in pronunciation the most and interactive communication the least. To determine whether these apparent increases in the performances of the participants in the experimental group are significant, paired sampled t-tests were run for each language area.

Paired sample t-test was run to find out how much the learners in the experimental group have improved their grammar and vocabulary. Table 15 presents the mean scores of participants' performances in the pre-post-tests in the Grammar and Vocabulary section. The analysis indicates that the mean score of the pre-test is 1.70, which increases to 2.20 in the post-test. The findings of the paired t-test analysis of the experimental group's performance on Grammar and Vocabulary section are shown in Table 16.

Table 16

Significance test for the Experimental group's scores on Grammar and Vocabulary

Paired Differences							
	Mean	Std. Dev.	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed
			Lower	Upper			
Pre-test-Grammar-Post-test-Grammar	-.500	.513	-.740	-.260	-4.359	19	.000

According to the results of the analysis, the t value is t = -4.359(19). The score is considered significant ($p < .05$), which means that the participants have improved significantly in this language area.

Table 15 presents the mean scores of the pre-post-test performances of the participants in the experimental group for discourse management. The mean scores of the pre-test for the participants' discourse management was 2.35 and this increases to 2.70 in the post-test. The findings of the paired t-test analysis of the experimental group's performance on Discourse Management section are shown in Table 17.

Table 17

Significance test for the Experimental group's scores on Discourse Management

Paired Differences							
	Mean	Std. Dev.	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed
			Lower	Upper			
Pre-test-Discourse-Post-test-Discourse	-.350	.587	-.625	-.075	-2.666	19	.015

According to the results of the analysis, the t value is t = -2.66(19). The score is considered significant (p <.05), which means that the participants have improved significantly in this language area too.

Descriptive statistics of the experimental group's pronunciation was presented in Table 15. The mean score of the pre-test is 1.70, which increases to 2.35 in the post-test. Table 18 presents the findings of the paired t-test analysis of the experimental group's performance on Pronunciation section.

Table 18

Significance test for the Experimental group's scores on Pronunciation

Paired Differences							
	Mean	Std. Dev.	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed
			Lower	Upper			
Pre-test-Pronunciation-Post-test-Pronunciation	-.650	.813	-1.030	-.270	-3.577	19	.002

According to the results of this analysis, the t value is t = -3.577(19). The score is considered significant (p <.05), which means that the participants have also improved significantly in this language area.

Table 15 presented the mean scores of the pre-post-test performances of the participants for interactive communication. The mean scores of the pre-test is 1.15, which increases to 1.45 in the post-test. The findings of the paired t-test analysis of the experimental group's performance in Interactive Communication section are shown in Table 19.

Table 19

Significance test for the Experimental group's score on Interactive Communication

	Paired Differences						
	Mean	**Std. Dev.**	**95% Confidence Interval of the Difference**		**T**	**df**	**Sig. (2-tailed**
			Lower	**Upper**			
Pre-test-Interactive-Post-test-Interactive	-.300	.657	-.607	.007	-2.042	19	.055

According to the results of this analysis, the t value is t = -2.042(19). The score is not considered significant (p > .05), which means that the participants haven't improved significantly in this language area.

The mean score of the pre-test is 1.85 for global achievement, which increases to 2.35 in the post-test. Details for this were presented in Table 15. The findings of the paired t-test analysis of Global Achievement is presented in Table 20.

Table 20

Significance test for the Experimental group's scores on Global Achievement

	Paired Differences						
	Mean	**Std. Dev.**	**95% Confidence Interval of the Difference**		**T**	**df**	**Sig. (2-tailed**
			Lower	**Upper**			
Pre-test-Global-Post-test-Global	-.500	.761	-.856	-.144	-2.939	19	.008

According to the results of this analysis, the t value is t = -2.939(19). The score is considered significant (p <.05), which means that the participants have also improved this language area.

Control Group Results

When the participants' performances in the control group were compared between their scores in the pre-test and the post-test within each language area, it was found that the participants have increased their scores in all language areas.

Table 21

Pre-Post-test results for the Control group

Language Areas	Grammar and Vocabulary		Discourse Management		Pronunciation		Interactive Communication		Global Achievement	
Measurement	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Pre-test	1.45	.826	2.10	.852	2.05	.759	.80	.138	1.50	.761
Post-Test	1.70	.923	2.20	.951	2.10	.852	1.40	.152	2.05	.759

The participants seem to have increased in interactive communication the most and pronunciation the least. To determine whether these apparent increases in the performances of the participants in the control group were significant, paired sampled t-tests were run for each language area.

Table 21 presents the mean scores of the pre-post-test performances of the participants in the control group for Grammar and Vocabulary. The analysis indicates that the mean scores of the pre-test is 1.45, which increases to 1.70 in the post-test. The findings of the paired t-test analysis of the participants' performance in this section of the test are shown in table 22.

Table 22

Significance test for the Control group's scores on Grammar and Vocabulary

Paired Differences							
	Mean	Std. Dev.	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed
			Lower	Upper			
Pre-test-Grammar-Post-test-Grammar	-.250	.444	-.458	-.042	-2.517	19	.021

The results of the t-test analysis indicate that the t value is t = -2.517(19). The score is considered significant (p <.05), which means that the participants have improved significantly in this language area.

According to Table 21, the mean scores of the participants' Discourse Management in the pre-test is 2.10 and this increases to 2.20 in the post-test. To find out whether this increase in the mean scores in the post-test is statistically significant a paired samples t-test was run. The findings of this analysis of the Control group's performance in Discourse Management section are shown in Table 23.

Table 23

Significance test for the Control group's scores on Discourse Management

Paired Differences							
	Mean	Std. Dev.	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed
			Lower	Upper			
Pre-test-Discourse-Post-test-Discourse	-.100	.553	-.359	.159	-.809	19	.428

According to the results of the above analysis, the t value is t = -.809(19). The score is considered not to be significant (p > .05), which means that the participants haven't improved significantly in this language area.

In contrast to the other language areas, Pronunciation has increased the least among the participants in the control group. The mean scores of the participants' pre-test was 2.05, which increased to 2.10 in the post-test. Table 24 presents the findings of the paired t-test analysis of the control group's performance in Pronunciation section.

Table 24

Significance test for the Control group's scores on Pronunciation

Paired Differences							
	Mean	Std. Dev.	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed
			Lower	Upper			
Pre-test-Pronunciation-Post-test-Pronunciation	-.050	.605	-.333	.233	-.370	19	.716

According to the results of this analysis, the t value is t = -.370(19). The score is found not to be significant (p > .05), which means that the participants have not improved significantly in this language area.

The mean scores of the pre-post-test performances of the participants in Interactive Communication was also presented in Table 21. The mean scores of the pre-test was .80, which increased to 1.40 in the post-test. The findings of the paired samples t-test of the control group's performance on Interactive Communication are presented in Table 25.

Table 25

Significance test for the Control group's scores on Interactive Communication

Paired Differences							
	Mean	Std. Dev.	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed
			Lower	Upper			
Pre-test-Interactive-Post-test-Interactive	-.600	.821	-.984	-.216	-3.269	19	.004

According to the results of the analysis, the t value is t = -3.269(19). The score is found to be significant (p >.05), which means that the participants have improved significantly in this language area.

The mean scores of the participants in Global Achievement for the pre-test was 1.50, which increased to 2.05 in the post-test. Table 26 presents the findings of the paired t-test analysis of the control group's performance in Global Achievement.

Table 26

Significance test for the Control group's scores on Global Achievement

Paired Differences							
	Mean	Std. Dev.	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed
			Lower	Upper			
Pre-test-Global-Post-test-Global	-.550	.605	-.833	-.267	-4.067	19	.001

According to the results of this analysis, the t value is t = -4.067(19). The score is considered significant (p <.05), which means that the participants have also improved this language area.

Learner Performance in each Language Area between the two groups

Grammar and vocabulary .The descriptive analysis of the post-test results indicated that both the experimental and the control groups have improved their scores in Grammar and Vocabulary in the post-test. However, the experimental group appears to have increased their mean score more than the control group. This needs an independent samples t-test to be conducted to determine whether this result is statistically significant. Table 27 shows the results of the independent samples t-test.

Table 27

Significance Test between the two groups' Grammar and Vocabulary

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	**Sig.**	**T**	**Df**	**Sig. (2-tailed**	**Mean**	**95% Confidence Interval of the Difference**	
								Lower	**Upper**
Pretest-Grammar	**Equal variances assumed**	.898	.349	.873	38	.388	.250	-.330	.830
	Equal variances not assumed			.873	36.950	.388	.250	-.330	.830
Post-test-Grammar	**Equal variances assumed**	6.090	.018	1.480	38	147	.500	-.184	1.184
	Equal variances not assumed			1.480	35.706	148	.500	-.186	1.186

The results of the analysis above suggest that there was no statistically significant difference between the two groups in terms of their performances in the Grammar and Vocabulary section of the speaking test.

Discourse management. The descriptive analysis of the two groups' post-tests reveal that the experimental group participants have improved their scores in Discourse Management and this turns to be statistically significant. However, participants in the control group have increased their mean scores in the post-test, their results were not statistically significant.

Table 28

Significance Test between the two groups' Discourse Management

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	T	Df	Sig. (2-tailed	Mean	95% Confidence Interval of the Difference	
								Lower	Upper
Pretest-Discourse	Equal variances assumed	1.726	.197	.857	38	.397	.250	-.341	.841
	Equal variances not assumed			.857	37.198	.397	.250	-.341	.841
Post-test-Discourse	Equal variances assumed	.691	.411	1.638	38	.110	.500	-.118	1.118
	Equal variances not assumed			1.638	37.970	.110	.500	-.118	1.118

In order to find out whether this difference between the two groups is statistically significant an independent samples t-test was run. Table 28 presented the findings of that analysis. The results of the analysis suggest that there is no statistically significant difference between the two groups in terms of their performance on the Discourse Management section of the speaking test.

Pronunciation. The descriptive analysis of the two groups' post-tests have been presented before. The experimental group have showed much increase in the mean scores, whereas the control group have increased slightly in the post-test.

In order to determine the statistical difference between the two groups an independent samples t-test was run and the results are presented in table 29.

Table 29

Significance Test between the two groups' Pronunciation

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	T	Df	Sig. (2-tailed	Mean	95% Confidence Interval of the Difference	
								Lower	Upper
Pretest-Pronunciation	**Equal variances assumed**	2.403	.129	-1.360	38	.182	-.350	-.871	.171
	Equal variances not assumed			-1.360	37.376	.182	-.350	-.871	.171
Post-test-Pronunciation	**Equal variances assumed**	3.164	.083	.787	38	.436	.250	-.393	.893
	Equal variances not assumed			.787	35.232	.437	.250	-.395	.895

The results of the independent samples t-test reveal that there is no statistically significant difference between the two groups in terms of their performance in the Pronunciation section of the speaking test.

Interactive Communication. The descriptive analysis of the two groups pre-post-test reveal that the control group participants have improved their scores in Interactive Communication and this turns to be statistically significant. However, participants in the experimental group have increased their mean score in the post-test, their results were not found to be statistically significant. In order to determine whether this difference between the two groups is statistically significant an independent samples t-test was run. Table 30 presents the findings of that analysis.

Table 30

Significance Test between the two groups' Interactive Communication

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	T	Df	Sig. (2-tailed	Mean	95% Confidence Interval of the Difference	
								Lower	Upper
Pretest-Interactive	**Equal variances assumed**	2.219	.145	1.400	38	.170	.350	-.156	.856
	Equal variances not assumed			1.400	32.901	.171	.350	-.159	.859
Post-test-Interactive	**Equal variances assumed**	.283	.598	.219	38	.828	.050	-.412	.512
	Equal variances not assumed			.219	37.555	.828	.050	-.412	.512

The results of the analysis suggest that there is no statistically significant difference between the two groups in terms of their performance in the Interactive Communication section of the speaking test.

Global Achievement. The descriptive analysis of the two groups indicated that both the experimental and the control group have improved their scores in Global Achievement in the post-test. An independent samples t-test is run to determine whether the difference in the participants' performances between the two groups is statistically significant. Table 31 shows the results of the independent samples t-test.

Table 31

Significance Test between the two groups' Global Achievement

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	T	Df	Sig. (2-tailed	Mean	95% Confidence Interval of the Difference	
								Lower	Upper
Pretest-Global	**Equal variances assumed**	.535	.469	1.255	38	.217	.350	-.215	.915
	Equal variances not assumed			1.255	35.671	.218	.350	-.216	.916
Post-test-Global	**Equal variances assumed**	18.706	.000	.867	38	.391	.300	-.401	1.001
	Equal variances not assumed			.867	29.944	.393	.300	-.407	1.007

The results of the analysis above suggest that there is no statistically significant difference between the two groups in terms of their performance in the Global Achievement section of the speaking test.

Intelligences and Speaking Test Performance

To find answers to the research question on whether specific intelligences contributed to the improvement of the participants' speaking skills, the participants with the strongest intelligences were grouped together.

Table 32

Pre-Post-test Results for the Participants according to their Intelligences

		Mean	N	Std. Dev.
Linguistic	pre-test	8.14	7	3.436
	post-test	9.14	7	3.237
Logical-mathematical	pre-test	7.33	6	2.582
	post-test	8.33	6	2.658
Spatial	pre-test	6.56	9	3.245
	post-test	8.44	9	4.065
Bodily-kinesthetic	pre-test	7.88	8	2.949
	post-test	9.63	8	3.623
Musical	pre-test	7.00	11	2.828
	post-test	8.55	11	2.945
Interpersonal	pre-test	7.22	9	2.682
	post-test	8.00	9	2.500
Intrapersonal	pre-test	8.44	9	4.391
	post-test	9.89	9	5.085
Naturalist	pre-test	8.33	6	2.733
	post-test	9.67	6	2.066

Then, their speaking test scores were considered to find out if holders of specific intelligences have improved their mean scores more than the others. The three highest scores were identified for each intelligence and those participants who had those scores for each intelligence were taken into consideration during analysis. This means that the number of participants for each intelligence varied in this specific case. Table 32 presents the means of the pre-post-test scores amongst the participants.

The results in the Table 32 show that Spatial Intelligence contributed the most to the improvement of the speaking skills of the participants, in which the mean score in the pre-test have increased from 6.56 to 8.54 in the post-test. The bodily-kinesthetic intelligence is the second intelligence that appears to have contributed to the

improvement of the scores from a mean score of 7.88 in the pre-test to 9.63 in the post-test. Musical intelligence comes in the third with a mean score of 7.00 in the pre-test which has increased to 8.55 in the post-test. The intrapersonal intelligence is the fourth intelligence with a mean score of 8.44 in the pre-test which has increased to 9.89 in the post-test. The intelligence that contributed the least to the improvement of the participants speaking skills appears to be the interpersonal intelligence with a mean score of 7.22 in the pre-test and 8.00 in the post-test.

Discussion

The findings of the current study brought about certain topics that are discussed hereafter. First, the results of the MI inventory indicated that the most common intelligence amongst the participants of the study was intrapersonal and a similar finding has been reported in Hashemi (2005) where intrapersonal was one of the common intelligences in his research site. Similar findings appear in Ibragimova (2011), where the study results showed that intrapersonal was the leading intelligence and the linguistic intelligence was one of the least common intelligences amongst the participants, which has been the case in the current research too. Interestingly, it was found that these two intelligences had a strong positive correlation among the participants of the current study. This might imply that if more activities that foster intrapersonal intelligence were used with the participants of this study, then better results would have been obtained. The holders of interpersonal intelligence improved the least amongst the participants and this is at odds with the fact that language is believed to be a communicative tool between people. The possible explanation to this could be the fact that interpersonal intelligence was also found to be one of the least

common intelligences amongst the participants and it had a weak, not strong, positive correlation with linguistic intelligence.

According to another study conducted by Yi-an (2010) which tried to examine MI and foreign language learning, the intrapersonal intelligence was the second strong intelligence among the participants of the study. Vodoija-Krstanoviae (2003) states that besides the fact that intrapersonal intelligence is the second common intelligence amongst her study participants, the majority of the learners preferred activities which addressed intrapersonal intelligence. The least common intelligences among the participants of the current study were linguistic and musical intelligences. This result partially conforms to what Fashim (2010) found in his study in which musical intelligence was one of the least common intelligences. Though, linguistic intelligence was one of the most common intelligences in Fashim's study. The infrequent occurrence of linguistic intelligence amongst the participants of the current study might have bearings on their performances. However, the fact that linguistic intelligence was considered a single variable like the other seven intelligences and the adapted activities were varied, it is possible that a more extensive scope of intelligences were set in motion during the treatment. Hence, it might be the case that this catering for linguistic intelligence, rather than affecting the participants' performances, had triggered more dimensions of learning despite it being a less frequent intelligence.

As it has been presented in the results earlier, the intelligences differed in their correlations with the linguistic intelligence, which was the intelligence that related to the focus of this study the most. Intrapersonal intelligence appeared to have a strong positive correlation with linguistic intelligence and this conforms with the other findings of this study, which indicate that learners with strong intrapersonal intelligence have moderately increased their mean scores in the post-test. In other words, strong intrapersonal intelligence appeared to have contributed to the improvement of the

participants' speaking skills adequately. The intelligence with the second positive correlation with linguistic was the logical-mathematical intelligence. The other intelligence with positive correlation with linguistic is interpersonal intelligence. The naturalist is the only intelligence with a negative correlation with linguistic intelligence. However, the pre and post-test results of the holders of this intelligence indicate that naturalist intelligence neither belongs to the intelligences that contribute the most to the improvement of scores on the speaking test, nor it makes the last intelligence to have contributed to that improvement. Therefore, despite having a negative correlation with linguistic intelligence, it cannot be argued that naturalistic intelligence holders have been negatively affected by this trait in their performances in the speaking test for the participants of the current study.

Another important finding of the current study points to the effectiveness of MI adapted activities in improving EFL learners' performances on speaking tests. The comparison of the two groups' pre-post-tests did not show statistically significant results, though learners in the experimental group have improved their mean scores more than the control group. In line with this is a study by Baghban, Naeini and Pandian (2014) who aimed to compare and find out whether MI-based activities had any effects on Iranian EFL university students. The findings of their study revealed that students who received MI-based instruction performed better and yielded statistically significant results on the listening section of a Test of English as a Foreign Language (TOEFL) test. Gholami and Zeinolabedini (2014) investigated the effects of MI teaching method on writing achievement. The results revealed that students in the experimental group who received MI-based instruction performed better in the PET writing section. Furthermore, the findings were found to be statistically significant in the post-test between the control and the experimental group in favor of the latter one.

According to a study, conducted by Salem (2013) which explored the effectiveness of using MI-based activities in improving the speaking skills of prospective teachers of English, the mean scores of the participants in the pre-post-test have also increased significantly in favor of the post-test. Haley (2004) conducted a study to find out whether the use of MI activities with K-12 graders yielded any improvements in their speaking and writing performances. The findings revealed that students in the experimental group outperformed those in the control group both in writing and speaking performances. Thus, the findings of the current study also add to the arguments in favor of using MI-based activities with high school students in the Kurdish setting. Significant differences between the two groups of the current study were not found and this can be accounted for considering the fact that the control group continued to use their Sunrise textbook, which is claimed to be designed following modern approaches of teaching and learning. It does not cater for all intelligences in the MI theory, but it seems that its communicative approach was effective enough to improve learners' scores on the speaking tests used in this study.

As indicated earlier, the PET speaking test used in this study had five different sections and the learners had various scores and improved not on the same line in each section. The results pointed to the fact that, as it was the case with learner performance in the general speaking test, learners have performed better in the post-test in the Grammar and Vocabulary section of the test. Similar to the results of the general speaking test, this improvement from the pre-test to the post-test did not seem to be statistically significant. Interestingly enough, these findings are in line with Saeidi's (2009) study, in which she found that different forms of teaching grammar, including MI-based instruction, did not lead to any significant differences in the learners' performance in grammar tests. The participants of Saeidi's study were first-year English major university students in Iran.

The findings also showed that learners have improved their performances in the two groups in the Pronunciation sections of the test. Similar results had been observed in a study conducted by Mirzaei, Jahandar and Khodabandehlou (2014). Their research aimed at investigating the use of MI theory in teaching pronunciation to EFL learners. The findings revealed that the experimental group outperformed the control group in the post-test. The results also indicated that the difference between the two groups' performances was statistically significant. The current study had similar findings; learners in the experimental group outperformed others in the control group in the post-test. Though, the results were not statistically significant. This could be due to the fact that the current study adapted activities to cater for improving speaking performance in general; specific activities to improve learner's pronunciation were not designed. The reason behind Mirzaei et al.'s (2014) significant results could be their focus on improving pronunciation alone.

The language area that the participants in the experimental group increased the most was Pronunciation. Learners started with a mean score of 1.70 in the pre-test and this increased to 2.35 in the post-test. This goes in line with the findings presented in Mirzaei, Jahandar and Khodabandehlou (2014). On the other hand, the most improved language area in the control group was Interactive Communication. Concerning the least improved language area, Interactive Communication in the experimental group and Pronunciation in the control group were the least improved language areas. As discussed earlier, the increase in the Interactive Communication by the participants in the control group could be attributed to the design and teaching approach used by the Sunrise textbook activities, which predominantly require students to work in pairs or groups. Those pair and group activities might have increased the participants' performances in the Interactive Communication section of the speaking test. Worth mentioning is the fact that the experimental group have also improved their Interactive

communication but with a slightly lesser degree than the control group. This becomes clear when looking at the results in the pre and post-tests. The experimental group's post-test mean score is 1.45 which is .30 increase, while the control group's post-test mean score is 1.40 which is a .60 increase. The same is true for the Pronunciation section of the speaking test. The control group's post-test mean score is 2.10 which is .05 increase, while the experimental group's mean score in the post-test is 2.35 which is .65 increase.

MI theory advocates the importance of all the intelligences in learning. Yet, that does not exclude the possibility that certain intelligences contribute more to different aspects of learning. As the findings of this research have revealed, the intelligences do not possess similar relations with learners' speaking performances and they actually contribute differently to the improvement of that performance. The analysis of participants with strongest intelligences point out that holders of spatial intelligence increased their scores and performed better in the speaking test than holders of any other intelligences. In a study conducted by Andarab (2015) in Turkey, similar results have been reported but this time specific activities to cater for spatial intelligence had been developed. The study investigated the impact of spatial-based teaching on learning pictorial idioms with EFL learners. The results indicated that learners in the experimental group who studied with spatial-based instruction outperformed those in the control group. Hence, the findings of this study together with the current study underpin the argument in favor of using intelligence-based instruction, especially spatial-based activities, with high school EFL learners. In addition to that, the results showed that spatial intelligence was the second common intelligence and this intelligence contributed the most to the improvement of the participants' speaking

performances. Therefore, the activities that were designed to cater for this intelligence must have been successful.

The results also point to the contribution of the bodily-kinesthetic intelligence in the improvement of learner performances in the post-test. Asher (1968) stated that students' comprehension of a foreign language can be significantly increased if they were instructed with a technique called Total Physical Response (TPR). Kuo (2004) employed this method to find out if the use of TPR can improve learners' speaking skills. For that reason, two groups of students were selected; the control group studying with a traditional method of teaching and the experimental using TPR-based instruction. The results indicated that students in the experimental group performed better than those in the control group in improving their speaking skills. Similar results had been reported in Pishkar and Ketabi (2013), where the impact of drama as a TPR language learning activity had been investigated. The study was intended to determine whether the use of drama and TPR activities can increase fluency in speaking. The results showed that the participants increased their mean scores in the post-test significantly. Thus, the findings of the current study is on the side of those studies that prefer using MI-based activities with learners in foreign language learning.

Conclusion

This chapter has presented the findings that have been obtained by analyzing the data collected from the participants through the speaking test and the multiple intelligences inventory. The results have been analyzed and discussed in accordance with the relevant literature in the field. It was found that intrapersonal intelligence was the most common intelligence amongst the participants and had a strong positive

correlation with linguistic intelligence. Spatial intelligence had contributed the most to the improvement of the participants' speaking skills and it was the second common intelligence. The use of MI adapted activities had improved the participants' speaking skills, but it was not found to be statistically significant. In the next chapter, conclusions will be drawn based on these results and their implications together with recommendations for future research will be discussed too.

CHAPTER V

CONCLUSION

This study aimed to investigate the possible impact of multiple intelligences (MI) theory in improving speaking skills of learners of English as a foreign language (EFL). EFL learners can better improve their speaking skills when their lessons are presented through different activities that trigger diverse areas of interest and learning. MI theory as an approach to language learning values diversity in learners' intelligences and proposes to consider plurality in intelligences through different activities. Learners tend to feel more comfortable and readier to speak and participate when they are addressed, i.e., their strongest intelligence/intelligences have been covered. Following this method of teaching, which draws upon different tastes in the language classroom, will open a window for teachers to realize various intelligences amongst the learners that would have gone unnoticed otherwise. Although it is hard to foresee what sort of mental reaction an activity will create in the learners, it is safe to say that MI activities will be more likely to stimulate more intelligences and yield better results than if language lessons were given simply linguistically (Puchta & Rinvolucri, 2007).

In this chapter, the findings and results of the present research concerning MI theory and its application in foreign language learning will be summarized. Finally, educational implications and suggestions for further research will be provided.

Summary of the Findings

The present research found that learners do hold different profiles of intelligences, though some intelligences were more common than others among the participants. It was also found that, as the relevant intelligence to the focus of the study,

linguistic intelligence is correlated with other intelligences in different ways. Intrapersonal intelligence was the most common intelligence among the participants and it had a strong positive correlation with linguistic intelligence. These findings are in line with the other findings, which indicated that learners with strong intrapersonal intelligences have moderately increased their speaking test scores. Other intelligences, for instance logical-mathematical, had a weak positive correlation with linguistic intelligence. Musical and linguistic intelligences were the least common intelligences and they appeared to have been neutral in their contribution to the improvement of the speaking test scores. In other words, these two intelligences were not found to have vital roles in improving students' speaking skills. The only intelligence with a strong negative correlation with linguistic was naturalist intelligence. Concerning this, it was also found that naturalist intelligence holders appeared to have improved their scores neutrally, i.e., neither the most nor the least contribution can be attached to this intelligence.

Learners have shown improvement in their speaking skills in all language areas after being instructed with MI adapted activities. Learners in the control group have also increased their speaking skills, however their improvement was not as much as the group who studies with MI activities. One interesting finding of the study is that while the experimental group participants have improved their Pronunciation the most, the control group participants have increased their Interactive Communication the most. Concerning the least improved language areas, these results tend to be vice versa.

The current study also found that learners with strong spatial intelligence improved their speaking skills more than holders of other intelligences. Spatial intelligence was the second common intelligence among the participant as well. Therefore, it is most likely that the activities catering for this intelligence had been

successful. The bodily-kinesthetic intelligence appeared to be the second intelligence to have contributed to the improvement of the learners' speaking skills the most.

Suggestions for Practice

Difference in intelligences among EFL learners should be taken into careful consideration when improving learners' speaking skills is targeted. As the findings of the current study indicate, catering for different intelligences not only awakens various aspects of learning among learners but also improves their speaking skills. Identifying students' intelligences also helps teachers understand their personalities better and facilitates addressing student issues individually.

The results indicate that intelligences are not equally distributed and learners have varied intelligence profiles. Therefore, identifying intelligence profiles of the learners should be one of the priorities of any teacher or institution aiming at exhilarating language learning in general and speaking skills in particular. In this way teachers can recognize learners' strengths and help them to develop all of their intelligences.

The current study was carried out adapting an existing textbook which claimed to be designed following new approaches of teaching and learning. Though the results suggest that students who have used only this textbook have also improved their speaking skills, they have not improved as much as those who used the MI adapted activities. MI theory and its implications for teaching and learning suggest that teachers can constantly adapt and reformulate their teaching materials in order to cater for learners' various intelligences. Hoerr (2002) believes that MI-based teaching offers teachers the chance to use their knowledge of pedagogy and curriculum for the sake of

understanding and speaking to their students. The present study suggests that it is better to give students MI inventories before making textbook adaptations to cater for all intelligences. The focus of the present study was a linguistic issue but it was found that linguistic intelligence was one of the least common intelligences. Therefore, it is argued that if teachers know students' common intelligences in advance, they can adapt their textbooks or develop activities accordingly and this might lead to better results. It is common that teachers have their own preferred teaching styles and approaches or sometimes textbook activities direct their way of teaching. However, as the finding of this study indicate, learners have different intelligences and interests. Therefore, meeting this diversity requires teachers to use varied teaching styles and using MI theory can be a safe refuge in that regard.

As it appeared in the findings, intelligences have different levels of contribution to the improvement of learners' speaking skills. It was found that learners with strong spatial intelligence have improved the most and learners with strong bodily-kinesthetic came in second. This suggests that once teachers know the most common intelligences amongst their students and find out which intelligences appear to contribute the most to the improvement of learners' speaking skills, then they can develop more activities to cater for those intelligences.

Suggestions for Further Research

The participants of the current study were from a coeducational preparatory school in the Kurdish governed Northern part of Iraq in Sulaimani city. Therefore, more studies need to be conducted targeting students from different schools in other cities of the Kurdish governed region to examine whether the context has had any impact on the

application of the MI theory. Further studies should also cover the impact of using MI theory with school-aged children on their other language skills, motivation and overall achievement in this context.

The fact that this study only addressed one level of high school, namely 11th graders, makes it difficult to generalize the findings since it might not be the case that other students will provide the same results as the participants of this study had done. For that reason, more research targeting other levels of high schools need to be conducted.

This research has found out that MI theory can improve learners' speaking skills in general but some elements of the speaking test do require further research. It appeared that learners studying with MI adapted activities had improved their pronunciation while they did not improve their interactive skills as much. This seems that the activities intended to cover the intelligences could have been a factor behind this improvement in learners' pronunciation. Yet, this is not quite clear from the results of the current study since the focus of the study was speaking in general not pronunciation alone. Therefore, experimental studies focusing on pronunciation alone should be conducted in order to find out whether MI activities do better improve learners' pronunciation or not. This seems to be important because a study conducted by Mirzaei, Jahandar and Khodabandehlou (2014) in Iran shows that MI activities improved learners' pronunciation significantly. Hence, it should be investigated whether this is the case with Kurdish speaking EFL learners or not.

Future research studies should focus on the impact of individual intelligences on learners' speaking performances since the findings of the current study show that intelligences contribute to that improvement differently. This subject is a matter of great importance because it seems that holders of spatial intelligence appear to increase their

test scores more than others. This is needed because Andarab (2015) found that spatial-based activities significantly improved learning pictorial idioms among EFL learners. Therefore, experimental studies are recommended to compare individual intelligence-based instruction with other types of instructions.

Conclusion

The present research study shed light on the effectiveness of MI theory in the field of English language teaching. The findings point to the importance of implementing this theory and its impact on improving speaking performances. It is hoped that the findings presented would encourage teachers to use different activities to meet learners' diverse intelligences and be flexible in applying different methodologies in their classrooms.

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Appendix A
Sunrise textbook activity

D LISTEN AND READ

Vana and Ari are starting their new life in Britain.

Ari Excuse me, but could you tell us the way to Valley Road Comprehensive?

Jamie Go along this road and take the first left. You'll see it on the right, opposite a park.

Vana Thanks!

Sophie But why are you going there?

Vana It's our new school.

Sophie It's our school too, but it doesn't start till tomorrow, so you don't have to go today.

Ari We just want to see the place.

Jamie Well, Sophie and I aren't doing anything special, so we can show you round.

Ari Thanks!

* * * * *

Sophie There it is!

Vana It looks very different from our school back home.

Sophie Where are you from exactly?

Vana Kurdistan.

Jamie Sorry, but where's that? My geography isn't very good.

Ari It's in northern Iraq.

Sophie And Iraq's in the middle of the Middle East.

Vana That's right.

Jamie So you speak Arabic, don't you?

Ari No, the people who live in the south do, but the Kurds speak Kurdish.

Sophie Really!

Jamie Iraq's mainly a desert country, isn't it?

Ari Oh, no. There are parts of Iraq which are deserts, but not Kurdistan.

Vana It's a place that's full of mountains and rivers and valleys. It's beautiful!

Correct the statements that are wrong.

1 The school is on the left, next to the park.
2 It starts tomorrow, so people mustn't go today.
3 Kurdistan is in eastern Iraq, and Iraq is in the western part of the Middle East.
4 The people in southern Iraq do not speak Kurdish.
5 Iraq is full of mountains and rivers and valleys.

E GRAMMAR p10

1 Look.

Relative clauses with *who, which* and *that*

*The people **who** (**that**) live in the south speak Arabic.*

*There are parts of Iraq **which** (**that**) are deserts.*

2 Make more statements about Iraq.

1 The people **who** (**that**) live in the north ...
2 There are parts of Iraq **which** (that) ....

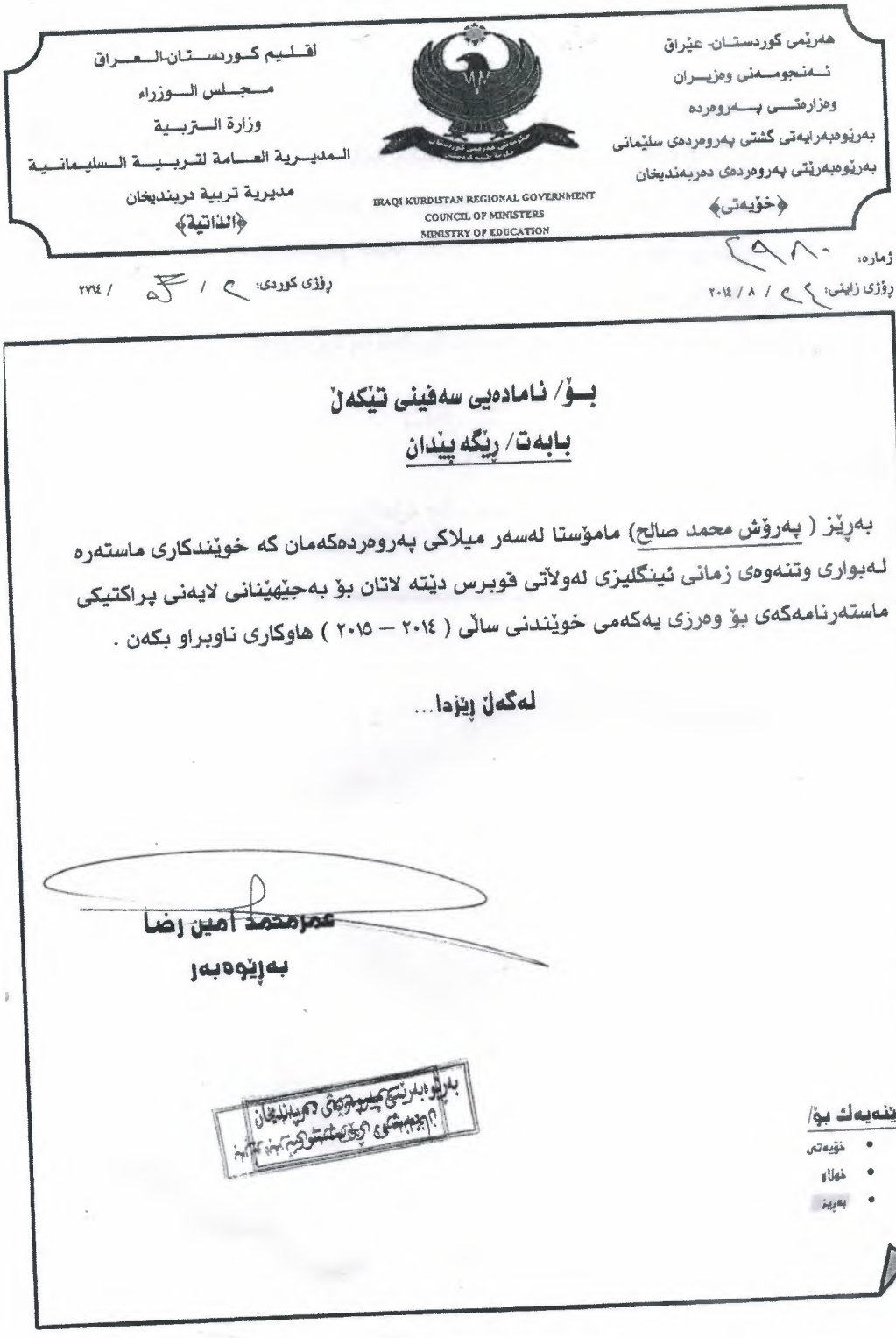
Use these ideas and add suitable verbs.

3 are Kurds / speak Kurdish / ... their own culture
4 ... (not) very fertile / ... a lot of oil / ... high mountains

F THINK ABOUT IT

Activity Book Unit 1 page 3 Activity 4

Appendix B
Directorate of Education Permission Letter



هەرێمی کوردستان- عێراق
نەنجومەنی وەزیران
وەزارەتی پەروەردە
بەڕێوەبەرایەتی گشتی پەروەردەی سلێمانی
بەڕێوەبەرێتی پەروەردەی دەربەندیخان
﴿خۆیەتی﴾

IRAQI KURDISTAN REGIONAL GOVERNMENT
COUNCIL OF MINISTERS
MINISTRY OF EDUCATION

اقليم كوردستان-العراق
مجلس الوزراء
وزارة التربية
المديرية العامة لتربية السليمانية
مديرية تربية دربنديخان
﴿الذاتية﴾

ژمارە: ٢٩٨٠
رۆژی زاینی: ٢٠١٤ / ٨ / ٢٤
رۆژی کوردی: ٢٧١٤ / ٥ / ٢٤

بـــۆ/ ئامادەیی سەفینی تێکەڵ
بابەت/ ڕێگە پێدان

بەڕێز (پەروەش محمد صالح) ماموستا لەسەر میلاکی پەروەردەکەمان کە خوێندکاری ماستەرە لەبواری وتنەوەی زمانی ئینگلیزی لەوڵاتی قوبرس دێتە لاتان بۆ بەجێهێنانی لایەنی پراکتیکی ماستەرنامەکەی بۆ وەرزی یەکەمی خوێندنی ساڵی (٢٠١٤ – ٢٠١٥) هاوکاری ناوبراو بکەن .

لەگەڵ ڕێزدا...

عمر محمد أمين رضا
بەڕێوەبەر

وێنەیەک بۆ/
- خۆیەتی
- خولاو
- بەڕێز

Appendix C
Parent Consent Form

بەخێوکاری ئازیز ..

ئایا ئەتەوێت کچەکەت/کوڕەکەت بەشداربێت لە توێژینەوەیەکدا پەهەندی نوێی فێربوون بدۆزێتەوە؟ من بە نیازی توێژینەوەیەکم لە بارەی تیۆریەکی پەروەردەییەوە کە لایوایە هەموو کەسێك زیرەکە، هەر کەسێکیش هەزی تایبەتی هەیە بۆ فێربوون و مرۆڤەکان ڕێگای جیاواز بەکارئەهێنن بۆ نیشاندانی ئەم توانا تایبەتیانە.

ئەم پرۆژەیە دەرفەتێکە بۆ قوتابیان بۆ ئەوەی بە شێوازێکی جیاواز هەوڵی فێربوونی زمانی ئینگلیزی بدەن. من هیچ داواکاریەکی تایبەتیم نیە لە کوڕەکەت/کچەکەت. ئەو بە خواستی خۆی بەشداری لەم توێژینەوەیەدا دەکات. تکایە دڵنیابە لەوەی هەموو زانیاریەکی تایبەتی کوڕەکەت/کچەکەت پارێزراو ئەبێت. پەیوەندیم پێوەبکە گەر هەر پرسیارێکت هەبوو یان ویستت شتی زیاتر بزانی لەبارەی توێژینەوەکەمەوە.

هیوادارم ڕەزامەندی بفەرموون بە بەشداریکردنی کچەکەت/کوڕەکەت لەم توێژینەوەیەدا.

لەگەڵ ڕێزدا...

ناو و واژۆی بەخێوکار :

پەرۆش محمد سالح- خوێندکاری ماستەر لە "وتنەوەی زمانی ئینگلیزی"

٠٧٧٠٢٢٨١٨٧٦

Appendix D
MI Inventory- English Version

Select the option which best reflects your opinion.

0=disagree 1=sort of agree 2=agree

Linguistic		Books are very important to me.
		I hear words in my head before I read, speak, or write them down.
		I enjoy listening to the radio.
		I enjoy word games like Scrabble, Anagrams, or Password.
		I enjoy entertaining myself or others with tongue twisters, nonsense rhymes, or puns.
		I can persuade my parents to do things.
		English, social studies, and history were easier for me in school than math and science.
		Learning to speak or read another language (e.g., French, English, and Arabic) has been relatively easy for me.
		I often get into trouble at school for talking too much.
		I've written something recently that I was particularly proud of or that earned me recognition from others.
Logical-mathematical		I can easily compute numbers in my head.
		Math and/or science are among my favorite subjects in school.
		I enjoy playing games or solving brainteasers that require logical thinking.
		My mind searches for patterns, regularities, or logical sequences in things.
		I'm interested in new developments in science.
		I believe that almost everything has a rational explanation.
		I can spot mistakes easily.
		I enjoy playing games like Cluedo or chess.
		I often get into trouble at school for arguing.
		I like to plan ahead.
Spatia		I often see clear visual images when I close my eyes.
		I'm sensitive to color.

		I can picture thing in my head easily.
		I enjoy doing jigsaw puzzles, mazes, and other visual puzzles.
		I have vivid dreams at night.
		I am good at following maps.
		I like to draw or doodle.
		I can comfortably imagine how something might appear if it were looked down on from directly above in a bird's-eye view.
		I often get into trouble at school for daydreaming.
		I prefer looking at reading material that is heavily illustrated.
Bodily-kinesthetic		I engage in at least one sport or physical activity on a regular basis.
		I find it difficult to sit still for long periods of time.
		I like working with my hands at concrete activities such as sewing, weaving, carving, carpentry, or model building.
		I often like to spend my free time outdoors.
		I use my hands when I talk.
		I need to touch things in order to learn more about them.
		I enjoy amusement rides or similar thrilling physical experiences.
		I would describe myself as well coordinated.
		I often get into trouble at school for not sitting still.
		I need to practice a new skill rather than simply reading about it or seeing a video that describes it.
Musical		I have a pleasant singing voice.
		I tap my fingers/feet when I hear music.
		I listen to music a lot.
		I play a musical instrument.
		My life would be poorer if there were no music in it.
		I can easily keep time to a piece of music with a simple percussion instrument.
		I know the tunes to many different songs or musical pieces.
		If I hear a musical selection once or twice, I am usually able to sing it back fairly accurately.
		I often get into trouble at school for humming/tapping the table.

		I hum or sing while I am working.
Interpersonal		I'm the sort of person that people come to for advice and counsel at work or in my neighborhood.
		I prefer group sports like volleyball to solo sports such as swimming and jogging.
		I like working in a team.
		When I have a problem, I ask someone for help.
		I favor social pastimes such as Monopoly or bridge over individual recreations such as video games and solitaire.
		I enjoy the challenge of teaching others how to do something.
		I consider myself a leader (or others have called me that).
		I am good at working out how other people feel.
		I often get into trouble for talking about what I have been up to outside school.
		I like to get involved in social activities connected with my work, mosque, or community.
Intrapersonal		I regularly spend time alone meditating, reflecting, or thinking about important life questions.
		I have opinions that set me apart from the crowd.
		I have a special hobby or interest that I like to do alone.
		I have some important goals for my life that I regularly think about.
		I know what I want to do when I grow up.
		When I have a problem I sort out myself.
		I consider myself to be strong willed or independent minded.
		I keep a personal diary or journal to write down my thoughts and feelings about life.
		I often get into trouble at school for not taking part.
		I know what I am good at.
Naturalist		I like to spend time backpacking, hiking, or just walking in nature.
		I can name many plants/animals.
		I enjoy having different animals around the house.
		I'm quite good at telling the difference between different kinds of trees, dogs, birds, or other things.

		I like to read books and magazines or watch television shows that feature nature in some way.
		I like playing in my garden or in the park.
		My family has a pet and I enjoy caring for it.
		I love to visit zoos, aquariums, or other places where the natural world is studied.
		I have a garden and enjoy working regularly in it.
		I sometimes get into trouble at school for staring out of the window.

Appendix E
MI inventory- Kurdish version

ئەوەهەڵبژێرەکەڕەنگدانەوەی بۆچونەکانتە

0= هاوڕانیم 1= تاڕادەیەك هاوڕام 2= هاوڕام

زمانەوانی		کتێب زۆر گرنگە بە لامەوە.
		گوێم لە وشەکان ئەبێت لە مێشکمدا بەرلەوەی بیانخوێنمەوەو بیاننوسم یان قسەیان پێبکەم.
		حەزم لە گوێگرتن لە ڕادیۆیە.
		حەزم لەو یاریانەیە کە وشەیان تێدایە, وەکو وشەی یەکتربڕ.
		حەزئەکەم خۆم و هاوڕێکانیشم خۆشحاڵبکەم بە شیعرو ڕەوانبێژی...
		ئەتوانم دایکو باوکم ڕازیکەم هەر کارێکم بۆ بکەن.
		ئینگلیزی, بابەتە کۆمەڵایەتیەکان و مێژوو ئاسانترن بۆ من تاوەکو بیرکاری.
		فێربوونی زمانێکی تر وەکو, ئینگلیزی, عەرەبی یان فەرەنسی بۆ من ئاسانە.
		هەندێجار لە قوتابخانە کێشەم بۆ دروستدەبێت بەهۆی زۆر قسەکردنمەوە.
		بەم دواییە شتێکم نوسیوە کە بە تایبەتی شانازی پێوەئەکەم یان ناوبانگم پێپەیداکردوە لای هاوڕێیان.
لۆژیکی وبیرکاری		بەئاسانی ئەتوانم لە مێشکمدا ژماردن بکەم.
		بیرکاری و زانست لەو بابەتانەن کە لە قوتابخانە حەزملێیانە.
		حەزم لەو یاریانەیە کە پێویستیان بە بیرکردنەوەو بەکارهێنانی مێشك هەیە.
		مێشکم بەدوای شێواز و ڕێکخستن و لۆژیك و مەنتقی شتەکاندا دەگەڕێت.
		حەزم لە پێشکەوتنە نوێکانە لە زانستدا.
		لەو باوەڕەدام کە زۆربەی زۆری شتەکان لێکدانەوەیەکی ئەقلانیان هەیە.
		دەتوانم بە ئاسانی هەڵە دەسنیشان بکەم.
		حەزم لە یاری شەترەنجە.
		زۆرجار لە قوتابخانە کێشەم بۆ دروستدەبێ بەهۆی موناقەشەکردنەوە.
		حەزئەکەم پلانی پێشوەختەم هەبێت بۆ شتەکان.
فیزوال		بەزۆری کە چاوم دادەخەم وێنەی ڕون و بەرچاو دەبینم.
		بە ڕەنگ هەستیارو حەساسم.
		بە ئاسانی ئەتوانم وێنەی شتەکان لە مێشکمدا بکێشم.

		حەزم لەو یاریانەیە کە مەتەڵی وێنەییان تێدایە وەکو وێنەی تێکدراو کە پێویستە پارچەکانی کۆبکرێنەوە.
		شەوانە خەون دەبینم کە زۆر لە ڕاستیەوە نزیکە.
		من باشم لە شوێنکەوتن و شوێنهەڵگرتنەوەی نەخشەدا.
		حەزم لە وێنەکێشان و خەتکێشانە.
		ئەتوانم زۆر بە مورتاحی وێنای ئەوەبکەم کە شتێك چۆن دەردەکەوێت ئەگەر لە ئاسمانەوە سەیربکرێت.
		زۆرجار لە قوتابخانە کێشەم بۆ دروستدەبێ بەهۆی ئەوەی خەیاڵم دەڕوات و زیندەخەون دەبینم.
		حەزم لەسەیرکردنی ئەو جۆرە کتێب و نوسینانەیە کە بەباشی وێنەی لەگەڵدا کێشراوە.
جەستەو جوڵان		بەشێوەیەکی بەردەوام وەرزشێ یان جۆرە چالاکیەکی فیزیکی ئەنجامدەدەم.
		شتێکی قورس و گرانە بەلامەوە کە بۆ ماوەیەکی زۆر بێجوڵان دانیشم.
		حەزئەکەم ئەو جۆرە کارانە بکەم کە دەستی تێدا بەکاردێت وەکو ڕستن و چنین, هەڵکۆڵین و دارتاشی و پەیکەرتاشی.
		بەزۆری حەزئەکەم ئەو کاتانەی کارم نیە لە دەرەوە بەسەری بەرم.
		کاتێ قسە ئەکەم دەستیشم ئەجوڵێنم.
		پێویستە دەست لەو شتانە بدەم کە ئەمەوێت زیاتر لەبارەیانەوە فێربم.
		حەزم لە کاری سەرکێشی وەکو سواربونی یاری چەرخەی مەترسیدار و یاری تری لەو جۆرە هەیە.
		دەتوانم وەسفی خۆم بکەم وەکو کەسێکی بەدەست وبردو گورجوگۆڵ.
		زۆرجار لە قوتابخانە کێشەم بۆ دروستدەبێ بە هۆی ئەوەی کە ناتوانم بێجوڵان دانیشم.
		گەر بمەوێ شتێکی نوێ فێربم دەبێ بە عەمەلی بیکەم نەك لەسەری بخوێنمەوە یان ڤیدیۆیەکی لەبارەوە تەماشابکەم.
مۆسیقی		دەنگێکی خۆشم هەیە بۆ گۆرانی وتن.
		کە گوێم لە مۆسیقایەك ئەبێ پەنجە یان پێکانم لەگەڵ مۆسیقاکەدا دەجوڵێنم.
		زۆر گوێ لە مۆسیقا دەگرم.
		ئامێرێکی مۆسیقی دەژەنم.
		ژیانم هەژارتر دەبوو ئەگەر میۆسیقا نەبووایە.
		ئەتوانم بە ئاسانی ڕیتمی میۆسیقایەك وەربگرم بە ئامێرێکی مۆسیقی ...
		ئاوازی ژمارەیەکی زۆر گۆرانی و پارچە مۆسیقا ئەزانم.
		ئەگەر بۆ جارێك یان دوان گوێم لە گۆرانیەك بێت, دەتوانم بەباشی وەکو خۆی بیلێمەوە.

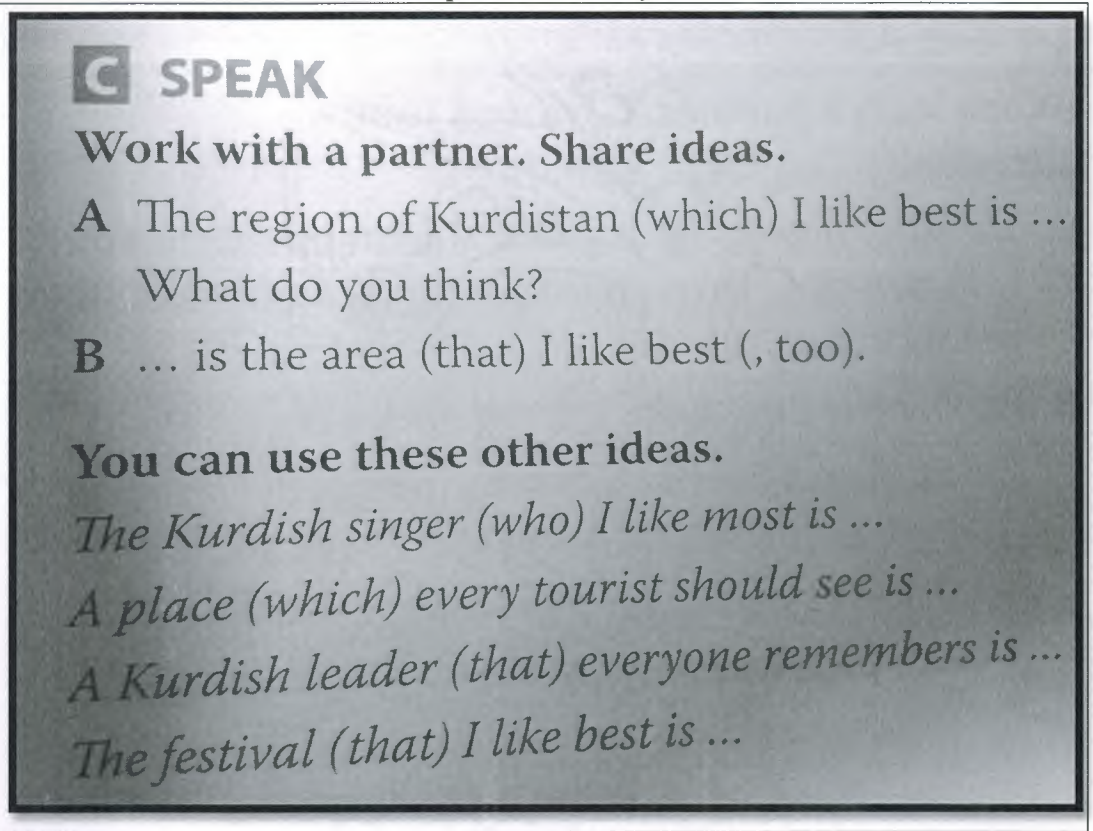
زۆر جار لە قوتابخانە کێشەم بۆ دروستدەبێ بەهۆی ئەوەی گۆرانی دەڵێم یان تەپە تەپ دەکەم بە پێکانم.		
لە کاتی ئیشکردندا گۆرانی دەڵێم یان مینگە مینگ ئەکەم.		
من لەو جۆرە کەسانەم کە لە کارو لە گەڕەکەکەماندا ئەوانی تر دێن بۆ لای بۆ پرس‌و ڕاوێژ.		کۆمەڵایەتی
من وەرزشی بە کۆمەڵی وکو باڵەو تۆپی پێم لا خۆشترە تاوەکو وەرزشی تەنهای وەکو مەلە و ڕاکردن.		
حەزم لە کارکردنە بە تیم.		
کاتێ گرفتێکم بۆ دێتەپێش داوای یارمەتی لە کەسێك دەکەم.		
حەزم لە بەسەربردنی کاتی بەتاڵیمە بە یاری بە کۆمەڵی وەکو کۆنکەن تاوەکو یاری ناپلیۆن کە بەتەنها ئەنجام دەدرێت یان یاری فیدیۆ.		
حەزم لە ماندووبونە بە فێرکردنی ئەوانی تر کە چۆن کارێ بکەن.		
من خۆم بە سەرکردە ئەزانم (یان ئەوانی تر ئەو شتەیان پێوتووم).		
من زیرەکم لەوەی درك بەوە بکەم ئەوانی تر چۆن هەست ئەکەن و بیردەکەنەوە.		
من زۆرجار لە قوتابخانە تووشی گرفت دەبم بەهۆی ئەوەی باسی ئەو شتانە دەکەم کە لە دەرەوەی قوتابخان بەسەرمدا هاتووە.		
حەزم لە بەشداریکردن لەو چالاکیە کۆمەڵایەتیانە هەیە کە پەیوەندی بە کارەکەم, قوتابخانەکەم یان کۆمەڵگاکەمەوە هەیە.		
من بەشێوەیەکی بەردەوام کات لە بیرکردنەوە لە پرسیارە گرنگەکانی ژیان و تێڕاماندا بەسەر ئەبەم.		کەسی یان خودی
بیروبۆچونگەلێکم هەیە کە لەوانی تر جیامدەکاتەوە.		
منحەزێکیانهیوایەتێکیتایبەتیمهەیەکەئەمەوێ بە تەنها ئەنجامی بدەم.		
هەندێ ئامانجی گرنگ هەن لە ژیانمدا کە بە بەردەوامی بیریلێئەکەمەوە.		
ئەزانم کە ئەمەوێت چی بکەم کاتێ کە گەورە ئەبم.		
کاتێ کە گرفتێکم بۆ دێتەپێش خۆم بە تەنها چارەسەری دەکەم.		
من خۆم بە کەسێکی خاوەن ئیرادەو سەربەخۆ دائەنێم.		
من دەفتەرێکی یاداشتی ڕۆژانەم هەیە کە بیرکردنەوەکان و ڕامانەکانمی دەربارەی ژیان تێدادەنووسم.		
زۆرجار لە قوتابخانە گرفتم بۆ دروستدەبێت بە هۆی ئەوەی کە بەشداریناکەم.		
من ئەزانم کە خۆم لە چی شتێکدا باشم.		
حەزئەکەم کاتەکانم بەسەربەرم لە گەڕان بە سروست و پیاسەی دوورودرێژ.		سروشتی یان سروشتگەڕا
ئەتوانم ناوی زۆر ئاژەڵ و ڕوەك بهێنم.		
حەزئەکەم ژمارەیەکی زۆر و جیاواز ئاژەڵم لە ماڵەوە هەبێت.		

من زۆر باشم لە ناسینەوەی جیاوازیەکانی نێوان جۆرەکانی دارو سەگو باڵندە و شتەکانی تردا.		
حەزم لە خوێندنەوەی کتێب و ڕۆژنامەو سەیرکردنی ئەو بەرنامە تەلەفزیۆنیانە هەیە کە دەربارەی سروشتن.		
حەزم لە یاریکردن لە باخچەکەمان یان لە پارکە.		
لە ماڵەوە سەگ یان پشیلەمان هەیە و حەزئەکەم بەخێویان بکەم.		
حەزم لە سەردانکردنی باخچەی ئاژەلآن و ئەکواپارك و ئەو شوێنانە هەیە جیهانی سروشتی تێدا دەخوێنرێت.		
باخچەیەکمان هەیە و منیش حەزئەکەم پیاسەی تێدابکەم.		
زۆرجار لە قوبابخانە توشی گرفت دەم بە هۆی ئەوەی کە لە پەنجەرەکەوە سەیری دەرەوە دەکەم.		

Appendix F: MI-based lesson plan

Time	Activity	Details	Aims
8:00	To start…..	Students are asked to name some of their favorite places to visit in Kurdistan…….	To do a written practice activity, To do a vocabulary retention activity for travelling and geography. To do a speaking practice activity.
8:05	Students write missing syllables or words to a text.	The text is written on the board and the students will individually go add syllables or words…	
8:15	Students act out words….	Individual students are given words they have studied and have to act it out for their fellows to know it.	
8:25	Listening to music track	Students close their eyes for a minute, then will listen to a 4 minutes long music track.	
8:30	Discussion	Students work in groups of four or five and discuss what they saw while listening to the music with their eyes closed.	
8:40	Class ends		
Comments	Intelligences covered: linguistic, logical-mathematical, musical, kinesthetic and interpersonal.		

Appendix G
Adapted MI Activity



C SPEAK

Work with a partner. Share ideas.

A The region of Kurdistan (which) I like best is ... What do you think?

B ... is the area (that) I like best (, too).

You can use these other ideas.

The Kurdish singer (who) I like most is ...

A place (which) every tourist should see is ...

A Kurdish leader (that) everyone remembers is ...

The festival (that) I like best is ...

1 the students work alone to list as many cities, towns as possible in Kurdistan.
2 they are given a copy of a tree. They have to write the names of the cities or towns on the symbolically appropriate figures in the tree branches. They do this alone as well.
3 in groups of five or six, they are going to explain to each other why they associated this or that city with this or that figure on the tree.
4 this time, the students are going to list their favorite Kurdish singers.
5 then, they are going to associate the singers with the symbolically appropriate figures on the tree.
6 the students come together again to discuss their placing of the singers.

Intelligences: linguistic, logical-mathematical, spatial, interpersonal and intrapersonal.
Adaptation: adding and modifying

Appendix H
Additional MI Activity

1. The following poem will be written on the board:

A choking sky

Watching smoke stacks choke the sky
Always makes me want to cry.
I just can't help but wonder why
The factories won't even try
To find a safer, better way
To put their poisonous waste away.

They will choral-read it several times.

A couple of words will rubbed out in different parts of the rhyme.

A student will read the six lines.

Then another couple of words will be rubbed out and another student will read the poem. This will continue till all the poem is erased and the board is blank.

2. Then, a volunteer student will come to the board and the class will dictate the poem to him/her, but with the words in each line spoken in reverse order, like this:

Sky the choke stacks smoke watching

Cry to want me makes always...

3. Next, the students will be given a template like this to complete it based on their own experience with pollution.

Watching _____ _____ the _____

Always makes me want to cry.

I just can't help but wonder why

The _____ won't even try

To _____ __ _____, _____ way

To put _____ _____ _____ away.

Intelligences: linguistic, intrapersonal, musical and naturalist.

Appendix I
FCE Sample Speaking Test

Part 1 (3 minutes)

Sample Test Materials

The examiner who speaks to you (the interlocutor) uses the following script.

Interlocutor

Good morning / afternoon / evening. My name is ..... and this is my colleague ..... . He / she is just going to listen to us.

And your names are ..... ?

Could I have your mark sheets, please?

Thank you.

(Hand over the mark sheets to the Assessor.)

First of all we'd like to know something about you, so I'm going to ask you some questions about yourselves.

either: (non UK based candidates)	*or: (UK based candidates)*
(Candidate A), **do you live in .....?** *(name of town where examination is being held)*	**Where are you from** *(Candidate A)*?
And you *(Candidate B)*?	**And you** *(Candidate B)*?

- **What do you like about living** *(here / name of candidate's home town)*?
- **And what about you** *(Candidate A/B)*?

(Select one or more questions from any of the following categories as appropriate.)

Homelife

- **Could you tell me something about the area where you grew up? ..... What did you like about living there?**
- **How much time do you spend at home nowadays?**
- **What do you most enjoy doing when you're at home?**
- **Could you describe your family home to me?**

Personal Experiences

- **Who are the most important people in your life?**
- **Do you and your friends share the same ideas?**
- **Tell me about your best friend.**
- **What's the most exciting thing you've ever done?**
- **Is there anything you'd love to be able to do in the future?**

Part 2 (4 minutes)

Sample Test Materials

17 Special moments
18 Leisure activities

The examiner who speaks to you (the interlocutor) uses the following script.

Interlocutor	Now, I'd like each of you to talk on your own for about a minute.
[17]	I'm going to give each of you two different photographs and I'd like you to talk about them. *(Candidate A)*, here are your two photographs. **They show people enjoying special moments in their lives.**
	*[Hand over picture sheet **17** to (Candidate A).]*
	Please let *(Candidate B)* see them.
	(Candidate B), I'll give you your photographs in a minute.
	(Candidate A), I'd like you to compare and contrast these photographs, and **say which of the people you think will remember this moment the longest.**
	Remember, you have only about a minute for this, so don't worry if I interrupt you. All right?
Candidate A	.....
1 minute	
Interlocutor	Thank you. *[Retrieve photographs]*
	(Candidate B), **do you like doing dangerous things?**
Candidate B	.....
20 seconds	
Interlocutor	Thank you.
[18]	Now, *(Candidate B)*, here are your two photographs. **They show people doing different activities in their free time.** Please let *(Candidate A)* have a look at them.
	*[Hand over picture sheet **18** to (Candidate B).]*
	I'd like you to compare and contrast these photographs, and **say how much you would enjoy doing activities like these.**
	Remember, *(Candidate B)*, you have only about a minute for this, so don't worry if I interrupt you. All right?
Candidate B	.....
1 minute	
Interlocutor	Thank you. *[Retrieve photographs]*
	(Candidate A), **do you ever do activities like these?**
Candidate A	.....
20 seconds	
Interlocutor	Thank you.

Parts 3 & 4

Sample Test Materials

30 Film club

The examiner who speaks to you (the interlocutor) uses the following script.

Part 3 (3 minutes)

Interlocutor Now, I'd like you to talk about something together for about three minutes. I'm just going to listen.

The film club at your school has asked you to choose two films which would be interesting for the students to watch and then discuss. Here are the films they are considering.

[Place picture sheet 30 in front of the candidates.]

First, talk to each other about how interesting these different types of film would be. Then decide which two would be the best for students to discuss.

You have only about three minutes for this. So, once again, don't worry if I stop you, and please speak so that we can hear you. All right?

Candidates .....
3 minutes

Interlocutor Thank you.

[Retrieve picture sheet 30.]

Part 4 (4 minutes)

Interlocutor *[Select any of the following questions as appropriate:]*

- **How popular do you think a club like this would be?**
- **What sort of films do you never watch? ..... Why?**
- **Are there any films that you'd like to see again? ..... Why (not)?**
- **Would you prefer to be in a film or behind the camera?**
- **How important do you think it is to watch films in English?**
- **What can you learn about a country's culture by watching films from that country?**

30

Appendix J
PET Sample Speaking Test

TEST 4

Part 1 (2–3 minutes)

Tasks Identifying oneself; giving information about oneself; talking about interests.

Phase 1
Examiner

A/B Good morning / afternoon / evening.
Can I have your mark sheets, please?

A/B I'm ..... and this is ..... .
He / she is just going to listen to us.

A Now, what's your name?
Thank you.

B And what's your name?
Thank you.

		Back-up prompts
B	Candidate B, what's your surname? How do you spell it? Thank you.	How do you write your family / second name?
A	And, Candidate A, what's your surname? How do you spell it? Thank you.	How do you write your family / second name?
	(Ask the following questions. Use candidates' names throughout. Ask Candidate A first.) Where do you live / come from? *Adult students* Do you work or are you a student in . . .? What do you do / study? *School-age students* Do you study English at school? Do you like it? Thank you. *(Repeat for Candidate B.)*	Do you live in . . .? Have you got a job? What job do you do? / What subject(s) do you study? Do you have English lessons?

Frames for the Speaking test

Phase 2
Examiner
(Select one or more questions from the list to ask each candidate. Ask Candidate B first.)

	Back-up prompts
Do you enjoy studying English? Why (not)?	Do you like studying English?
Do you think that English will be useful for you in the future?	Will you use English in the future?
What did you do yesterday evening / last weekend?	Did you do anything yesterday evening / last weekend? What?
What do you enjoy doing in your free time?	What do you like to do in your free time?

Thank you.

(Introduction to Part 2)

In the next part, you are going to talk to each other.

Part 2 (2–3 minutes)

TWINS

Tasks Discussing alternatives; expressing opinions; making choices.

Examiner *Say to both candidates*:

> I'm going to describe a situation to you.
>
> A young couple has just had twin baby boys and you would like to buy them a present. Talk together about the different things you could buy and then say which would be best.
>
> Here is a picture with some ideas to help you.

Ask both candidates to look at picture 4A on page VII of the Student's Book and repeat the frame.

> I'll say that again.
>
> A young couple has just had twin baby boys and you would like to buy them a present. Talk together about the different things you could buy and then say which would be best.
>
> All right? Talk together.

Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.

Part 3 (3 minutes)

STUDENTS RELAXING

Tasks Describing people and places; saying where people and things are and what different people are doing.

Examiner *Say to both candidates:*

> Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of students relaxing.
>
> Candidate A, here is your photograph. *(Ask Candidate A to look at photo 4B on page VIII of the Student's Book.)* Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.
>
> Candidate A, please tell us what you can see in the photograph.

(Candidate A) *Approximately one minute*

If there is a need to intervene, prompts rather than direct questions should be used.

Ask Candidate A to close his/her book.

Examiner

> Now, Candidate B, here is your photograph. It also shows students relaxing. *(Ask Candidate B to look at photo 4C on page VI of the Student's Book.)* Please show it to Candidate A and tell us what you can see in the photograph.

(Candidate B) *Approximately one minute*

Ask the candidates to close their books before moving to Part 4.

Part 4 (3 minutes)

Tasks Talking about one's likes and dislikes; expressing opinions: talking about habits.

Examiner *Say to both candidates:*

> Your photographs showed students relaxing. Now, I'd like you to talk together about where you go to relax and things you like to do there.

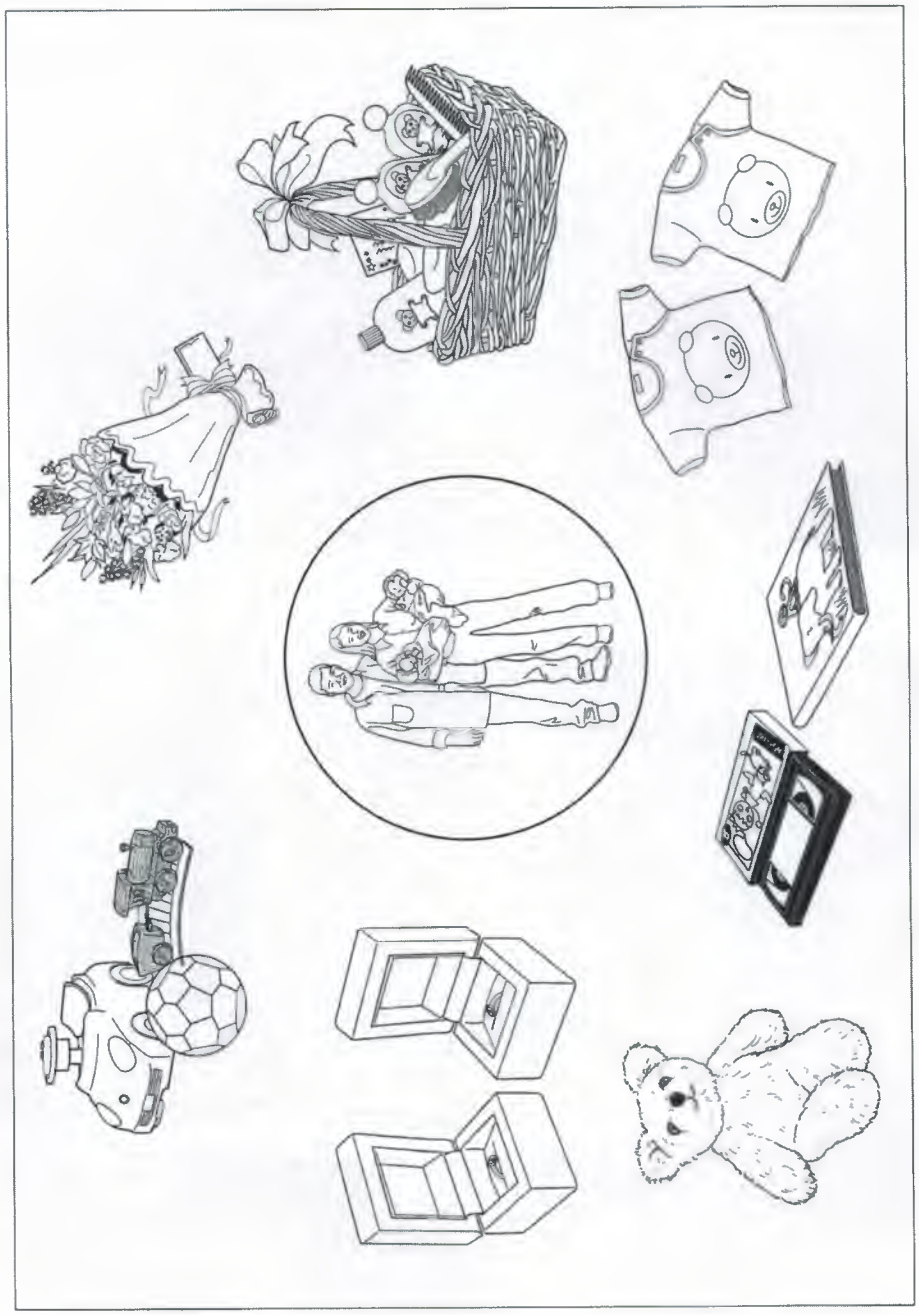
Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.

> Thank you. That's the end of the test.

Back-up prompts

1. Talk about **where** you go to relax.
2. Talk about what you **do** to relax.
3. Talk about **when** you like to relax.
4. Talk about **why** it is important for students to relax.

4A



VII

4B

4C

Appendix K
PET Assessment Scale

Global Achievement	
5	Handles communication on familiar topics, despite some hesitation. Organizes extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.
4	Performance shares features of Bands 3 and 5.
3	Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.
2	Performance shares features of Bands 1 and 3.
1	Conveys basic meaning in very familiar everyday situations. Produces utterances which tend to be very short- words or phrases- with frequent hesitation and pauses.
0	Performance below Band 1.

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	*Performance below Band 1.*			

Appendix L

PET Speaking Section Assessment Guidelines: Grammar & Vocabulary

(LEVEL B1) SPEAKING GRAMMAR & VOCABULARY	
Name of student	
Does the speaker use simple grammatical forms with control?	
Good	Not so good
Does the speaker attempt to use complex grammatical forms?	
Good	Not so good
Does the speaker use a range of appropriate vocabulary to talk about familiar topics?	
Good	Not so good
Comments	

Appendix M

Permission Request for Using MI Inventories

from: **Parosh Salih** <parosh.muhamad@gmail.com>

to: mike@thinkingclassroom.co.uk

date: Wed, Oct 15, 2014 at 10:50 PM

subject: Permission Request

dear Mr, Fleetham,

I am a graduate student at Near East University in Northern-Cyprus pursuing my MA in English Language Teaching. I would like to use the MI Inventory, or as you call it "how are you clever", in your book "Multiple Intelligences in Practice" for research purposes.

I appreciate your facilitation of the development of research in this area.

Regards,

Parosh Salih

from: **Mike Fleetham Thinking Classroom** <mike@thinkingclassroom.co.uk>

to: Parosh Salih <parosh.muhamad@gmail.com>

date: Thu, Oct 16, 2014 at 2:15 PM

subject: RE: Permission Request

Hi Parosh,

Lovely to hear from you – by all means use it in your research!

Warm Regards

Mike

Mike Fleetham

Learning Design Consultant

UK 01962 840885/UK 07983404086

Appendix N

Permission Request for Using MI Inventories

from: **Parosh Salih** <parosh.muhamad@gmail.com>

to: thomas@thomasarmstrong.com

date: Thu, Sep 11, 2014 at 12:04 AM

subject: Permission Request

dear Mr, Armstrong,

I am a graduate student at Near East University in Northern-Cyprus pursuing my MA in English Language Teaching. I would like to use the MI Inventory in your book "Multiple Intelligences in the Classroom" for research purposes.

I would be very grateful if you allow me to do so.

Regards,

Parosh Salih

from: **thomas@institute4learning.com**

to: Parosh Salih <parosh.muhamad@gmail.com>

date: Thu, Sep 18, 2014 at 1:34 AM

subject: RE: Permission Request

Dear Parosh,

As long as you properly reference it in MI in the Classroom, you can use it with my permission.

Best Regards,

Thomas Armstrong

Thomas Armstrong, Ph.D.

PO Box 548, Cloverdale, CA 95425

707-328-2659 (cell)

thomas@institute4learning.com