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**Integrating Multiple Intelligences in English
Language Classrooms to Enhance Learners'
Participation.**

The Case Study of Second Year LMD Students at Biskra
University

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in Sciences
of Language**

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Dedication

All praise to Allah the most Merciful and the Almighty for the completion of this
work.

I would like to dedicate this work to my parents whom I love the most;
Mom and Dad, I will be forever grateful to everything you have done and still do.

To my fabulous sisters: Bariza, Chaima, and Amina

To my marvelous brother Ahmed.

To the soul of my grandmother and grandfather

To the dears: Imen, Djamila, Selma, Soumia, and Nassima, who helped me and
supported me.

To all my family and relatives

To all my dear friends who inspire me.

To my friends and classmates; I shall forever hold you in my heart.

I love you all. Thank you for giving me the best time in my life.

May Allah bless us all, and I ask Allah to gather us in the Paradise with our Prophet

Mohammad Peace be upon Him.

Djamila RIHANI

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

David H. Hooker

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Finally, we would particularly like to thank all students involved in our study for their patience and participation in the questionnaire. We are truly grateful.

Abstract

This study explores the concept of Multiple Intelligences (MI) and its beneficial impact on classroom participation for the second year LMD students of English at the University of Mohamed Kheider in Biskra. More generally, it investigates the positive impact of the Multiple Intelligences Theory on the satisfaction of personal lives and the professional careers of individuals. This study aims to provide overview knowledge about the Multiple Intelligences theory and to demonstrate its application in EFL classes in order to enhance students' participation. Out to the present study, we hypothesize that if the Multiple Intelligences activities are integrated in EFL classroom, learners' participation would be increased. The research adopted a descriptive method, and a questionnaire was designed for forty second year LMD students chosen randomly. In addition, an interview has been conducted with eight teachers of English in the same university. The finding obtained from both data gathering tools supported our hypothesis about the importance of integrating MI in EFL classrooms to enhance students' participation. As a result, integrating different types of activities which are related to students' intelligence can both enhance their participation and help the EFL teachers to control their classes. Therefore, the research hypothesis has been confirmed and both of teachers and students agreed that the integration of different kinds of activities according to different thinking ways would be effective and would enhance students' participation. This dissertation attempted to offer a brief overview of Multiple Intelligences related to Gardner's theory. The study also suggested specific techniques for EFL teachers to integrate the different existing kinds of intelligence into their daily lesson planning for practical use in the classroom. This in turn, allows students to participate, learn in a way that is linked to their strengths, and solve the problem of meeting individual differences.

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General

Introduction

Introduction

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Introduction

English as a foreign language becomes a prevalent branch of teaching and learning in Algeria. The difference between students and their teachers may provoke many problems essentially when they do not share the same enthusiasm or keenness. This is due to different backgrounds, personalities or attitudes. So, the teacher is the responsible one to break these boundaries between him and his /her learners. Moreover, Participation as a major activity in the classroom should be developed by talking in the classroom all the time, by sharing thought through speaking the language, or by expressing feeling with communication. To do that, teachers should be aware of his learners. Also, he needs to know what can inspire them. In addition, he should address and activate their hidden strengths in their intelligence and to use it to further develop their participation. A new trend theory emerged to enhance students' participation and to provide solutions to learning- teaching problems; it is "the Multiple Intelligence Theory ". Teachers can depend on it to increase learners' participation, which is a problem for many teachers in their classes. However, the variety of the Multiple Intelligences can be integrated to encourage students' participation.

1. Literature Review

The Multiple Intelligences Theory was elaborated by Dr. Howard Gardner, a psychologist and professor at Harvard University's graduate school of Education and co-director of Harvard Project Zero. Accepted widely by educational psychologists and applied in a variety of ways in classrooms, the theory focused on nine exclusive intelligences through which individuals learn and teach new information .Gardner (1983) defined seven intelligences in his book *Frames of Mind: the Theory of Multiple Intelligences*; the last two established intelligences have been added in his work

Intelligence Reframed: Multiple Intelligences in the 21st Century in 1999. Later on, Gardner and Hatch (1989) discussed the educational implications of the MI theory. Moreover, Rodgers et al., (1995), through their article *Intelligences in Action*, confirmed that drama can promote an alternative and dynamic sort of classroom participation.

Christenson (1996) pointed out that understanding the MI theory broaden teachers' awareness of their students' knowledge and skills and allows them to look at each learner from the perspective of strengths and potential. Also, Albert, Brown, Ellison and Wind (1997), in a study entitled *Improving Reading Through the Using of MI* , found that by using MI activities in class, the scores of reading and comprehension skills of language learners would promote. Thomas Armstrong (1999), in his book *Seven Kinds of Smart: Identifying and Developing your Multiple Intelligences*, lends support to Gardner theory. The aim of his book is to determine students' strongest and weakest intelligences then he provides us with activities, practical tips for developing each type of smart.

Christenson (1999) discussed MI and why it is a frequent a topic of discussion among English as Second Language educators by developing lesson plans and curricula using MI. Furthermore, Eddy (1999) conducted a study on MI on adults in second language learning and teaching to make a link between MI and proficiency.

In addition, Lazear (1999) offered a comprehensive approach of teaching and learning strategies to further the theory of MI. This study focuses on the use of these nine kinds of intelligences to enhance EFL learners' participation in classroom. Students' participation in the learning process is an indicator for high or low achieved result. The emphasis is on students' strong and weak intelligences and how they could be used to increase their level of participation.

2. Statement of the Problem

Among the many problems that may face teachers in Algerian universities is the passive participation of their students. The problem of participation can influence the level of students' achievement, especially their level of speaking proficiency. Therefore, oral expression will become an obstacle in their way of success. In fact, speaking the target language is based on participation and interaction by sharing thoughts and experiences between classmates and their teacher, and the problem of participation may occur to be caused by different kinds of psychological and social reasons.

3. Significance of the Study

This research intends to provide information about the Multiple Intelligences Theory and its impact on learners' participation in oral activities. Furthermore, this study would also be a review on the theory of MI and its application in the teaching –learning process. This study would be beneficial for both teachers and students by enhancing the latter participation and facilitating the teaching process as well as it would be helpful to the EFL curriculum, universities and schools in general. Also, it will be a significant endeavor in promoting a good workplace for teachers and creating the suitable atmosphere of learning by managing the classroom.

4. Aims of the Study

The general purpose of this study is to provide overview knowledge about the Multiple Intelligences theory and to demonstrate its application on English Foreign Language classes in order to develop students' participation. Moreover, this work seeks to show the impact of this theory on personal, professional lives of individuals in general and

students in particular through skills of MI theory. In fact, this general purpose can be categorized into some specific aims presented as follows:

- The integration of MI theory can help teachers to know more about their students and to shed light on what can motivate and challenge them.
- To encourage students' participation in the classroom and develop their oral production skills by discovering their way of learning.
- To identify factors that make students speak the language fluently and accurately.
- To give students with opportunities and more time to talk and express themselves in the target language as it is used in real contexts.

5. Research Questions

This dissertation attempts to answer the following questions:

- What is the Multiple intelligences Theory?
- How can students be smart in different ways?
- How can teachers use MIT to enhance their students' participation?
- How can teachers help their student increase their oral proficiency?

6. Hypothesis

Out of the present study, we hypothesize that if the Multiple Intelligences Theory is integrated in the EFL classroom, learners' participation would be increased.

7. Limitations of the Study

This research will be limited to 2nd year LMD students of English at Mohamed Kheider University. More precisely, it is limited to a sample of 40 students. Moreover, as the speaking skill is centered by participation, the study will be limited to Oral Expression

teachers. In addition, the limitation of this study will concern to the impact of Multiple Intelligences on Participation and the speaking skill and not on other skills.

8. Research Methodology

8.1. Research Method

In order to confirm our hypothesis and obtain information from teachers and students, we shall use the descriptive method to describe the principles of The Multiple Intelligences Theory as well as its application, and use by teachers in university. Moreover, this descriptive method seems to be the most appropriate for showing the impact of MIT on university students' oral participation in class.

8.2. Sample of the Study

The sample of this research concerns both students and teachers from the division of English at Mohamed Kheider University in Biskra, in the academic year 2015/2016. First, forty (40) second year LMD students have been chosen randomly from the whole population which consists of 449 students. Second, eight (8) Oral Expression teachers of English have been also selected randomly to conduct an interview.

8.3. Data Gathering Tools

A questionnaire and an interview were used as instruments of research to save time and effort. In this respect, a questionnaire was designed to students and was made for interview for teachers to gather necessary information about the topic under study.

9. Structure of the Dissertation

In order to accomplish the dissertation objectives, this work has been arranged in three main chapters: The first chapter introduced individual differences and intelligence. It dealt with intelligence theories and multiple intelligences theory as new version, defined

MI types and gives an overlook on MI compared to creativity and learning styles. Furthermore, this chapter explained the MIT in learning the English language.

The second chapter, dedicated to classroom participation, begun with definitions, then it provided an explanation of “the Active Participation Method”. Related issues to participation, communication in classroom, managing classroom participation, and strategies of communication were included in this chapter. After that, classroom engagement and participation and the similarities existing between them were the concern. This chapter provides also the contextual factors influencing participation and classroom activities. Finally, the relationship between MI theory and participation has been set to conclude this chapter.

The last chapter, which concerns the field work, presented the finding from both students’ questionnaire and teachers’ interview about the implementation of MI theory in EFL classroom to enhance participation. First, the research methodology was reviewed, and then results obtained from both data gathering tools were depicted, analyzed and interpreted.

Lastly, the dissertation ended with a general conclusion summarizing the main research findings, and presenting some pedagogical implications and directions for further future researches.

Chapter One: the Multiple Intelligences Theory

Chapter One: Multiple Intelligences

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Introduction

The spread of English as the language of the world has many effects on each person at each place in the world. Learning English become a vital issue; however, teachers give more focus on the linguistic aspect of the language, and they neglected the essential thing which is speaking fluently. Speaking as productive skill needs more than the knowledge of rules to master it. Learners as individuals are different from each other in different features. These characteristics are exclusive and unique for each individual, and these differences may play an important role in the success of learning a foreign language .the concept of Intelligence is one key in these characteristics, and the human intelligence has a great impact on the way of learning a foreign language. It has been suggested by many researchers like Gardner and Piaget that " Intelligence" is an important factor in determining the success of a foreign language acquisition; it depends on the way of learning. In addition, Intelligence was described as the ability to learn .also this topic existed as inspiration for many researchers. Even if, Intelligence is one of the most talked about subjects for many years, still there is no standard definition for this concept for all that there is a various theories and each theory gives its own classification, and "Multiple Intelligences "is major theory from these. In the first chapter we will deal with multiple intelligences theory and how do teachers apply it in EFL classroom.

1. Intelligence and Individual Differences

Human beings keep changing during their lives. They amend in size, appearance and psychological makeup. Individuals are different in the way of their changing. They will get the size, shape, capacities a developmental status in a way, which is strange to them at each stages of life. There is two types of individual differences, the physical and the

cognitive. As Michael Eysenck (1994: 1; cited in Dorney, 2008:04) stated that Human being are different in numerous ways. Foot size and eye color can determine our behavior, but personality can play major role in influencing our behavior. The physical appearance is important researchable topic in psychology, to see the role which can plays these physical differences on human being's behavior

Cognitive abilities or mental abilities is set of mental process that includes memory, ability to understand, learn produce, reason, problem solving, and decision making .It refers to the process of information by individuals in psychological function ,in another word, it is a faculty for processing information , applying knowledge and changing preferences.(Noura, 2012: 3).

Bekoff, and Pierce (2009:79) insisted that Intelligence is often associated with cognitive complexity, with, for example, causal reasoning, flexibility, imagination, prospection, and memory. Strawson (2010:145-6) noted that mental paradigm are experiences, emotions, sensation, thoughts, beliefs, and desires .while states, events , processes, occurrences , phenomena, abilities and properties are words go in association with the world mental, so mental abilities is to possess a mental priority and there are a thousand of these abilities. Long et al., (2011:20) acknowledged that Cognitive Approach sees that the information process by individual as a computer, but human and more complex and self-directing than computer are.

Such cognitive processes involve developing mental representations of events, things or ideas that can act as the basis for thought. Some of these take the form of direct experiences, such as sensations and physical movements, or visual representations which involve imagery.

It means that thought are mental representative which take form of direct experiences.

1.1. Memory

The capacity to encode, store, retain, and recall the already stored information in human brain. It is remembering the previous knowledge, acquiring and learning from past experiences. (Noura, 2012: 03).

According to Sternberg (1987:03) memory is an ability measured by a test of recall-memory for words or sentences or by paired associated recall of names with pictures of people. Also, it is located in Encyclopedia Encarta (2009)"Memory is usually considered a diffusely stored associative process—that is, it puts together information from many different sources". Long et al., (2011:22) give an explanation of the storing information processed in the brain and claimed that:

Memory is the storage component of learning such forms of information. A great deal of education is concerned with ways of ensuring that information is input to memory (registered), for it to be subsequently reproduced or used (retrieved). The process can go wrong at any of these stages since information can fail to register or be initially processed, or there can be a failure to retrieve information (which is then available somewhere, but is not accessible). The study of memory is important to education since its models allow us to understand the processes of such losses of information, normally referred to as 'forgetting'. If we understand how forgetting occurs, we may be able to devise techniques to prevent it and to optimize learning and memory.

In another words, memory is storage of learned information. This information is a sort of an input registered, then retrieved. And the loss of this information is called forgetting.

1.2. Attention

It is the ability of human beings to actively process specific information in the environment. James (1890; cited in Naatanen, 1992:1) assumed: "everyone knows what

attention is. It is the telling possession of the mind, in clear and vivid form." He means that there is no need to divine the concept "attention" because it is known. Also, Shiffrin's definition (1988:739; cited in Cown, 1995:4) reveal that "attention" refers to all aspect of human cognition. Therefore, attention is the consciousness concentration on one subject.

1.3. Imagination

Mengeling (2011:220) demonstrated that they are not happening situations and scenarios in present and can be visualized in the mind. It is a spontaneous process occurs when we do nothing in particular. It means a mental manipulation which involves recalling past experiences in form of mental images.

1.4. Reasoning

According to Deloache, Miller, and Pierroutsakoss (1998; cited in Shaffer and Kipp, 2010: 346) reasoning refers to type of problem-solving. 'To reason' means to go beyond the given information. Also, it plays an important role in the adjustment to the environment of the individual. Reasoning controls the individual's activities and influences the behavior and personality of each person.

1.5. Intelligence

Another kind of mental abilities that many psychologists talked about is intelligence. It is a unique characteristic of each individual. Gardner definition of intelligences broadens our understanding to the meaning of how a person is intelligent or smart.

2. Overview on Intelligence

The notion "intelligence" was used in many different ways and by many different psychologists, researchers and authors such as Piaget, Gardner, and Dorney.

According to a definition excerpted from Microsoft Encarta (2009), Intelligence is:

a term usually referring to a general mental capability to reason, solve problems, think abstractly, learn and understand new material, and profit from past experience. Intelligence can be measured by many different kinds of tasks. Likewise, this ability is expressed in many aspects of a person's life. Intelligence draws on a variety of mental processes, including memory, learning, perception, decision-making, thinking, and reasoning.

This means that intelligence is a mental ability which can be measured by different ways.

Also, it is associated to another mental processes mentioned before.

Moreover, "The ability to acquire and apply knowledge and skills "is the definition of the notion intelligence stated at Oxford English Dictionary (2010 :909). This means that intelligence is the ability to learn facts and skills and apply them, especially when this ability is highly developed. Dorney (2005: 32) explains that Intelligence is a synonym for 'ability' when it is used on its own; i.e., not in a phrase such as 'spatial intelligence' or 'verbal intelligence' because it usually has a broader meaning, referring to a general sort of aptitude that is not limited to a specific performance area but is transferable to many sorts of performance. Also, Charles Spearman (1987:03) claimed that" intelligence is among the most elusive of concepts". Another definition of intelligence is proposed by Gardner in his book *Frames of Mind* who asserted that intelligence is:

A set of problem-solving skills, enabling the individual to resolve genuine problems or difficulties that he or she encounters and ,when appropriate , to

create an effective product; it also entails the potential for finding or creating problems, thereby laying the ground work for , the acquisition of new knowledge. (Cited in Nardi, 2001:52)

Gardner means that the ability to solve problems enables the person to remove difficulties in appropriate times, to create an effect product, or to create problems. So, intelligence is a problem solving activity in which we can prevent or create problems to happen.

2.1. Notions Related to Intelligence

There are many notions related to intelligence. These notions are types of intelligence or notions usually found in association with the term "intelligence". In this part of the study, concepts will be considered related to this term (intelligence) to give a clear idea about to what extent the notion intelligence is rich.

2.1.1. Artificial Intelligence

It can be difficult to give an independent definition to Artificial Intelligence (AI) even for experts. Each one has his own definition because AI is an interdisciplinary field in nature. Fields like anthropology, biology, computer science, linguistics, philosophy, psychology and neuroscience all contribute to AI field. Each group brings their own perspective and terminology (Luckin, et al., 2016: 14). The application of Artificial Intelligence in Education comes to help formal education and lifelong of learning. (Ibid). Also, Jones (2008:5) argued that artificial intelligence or machine intelligence began to settle as a field by the mid of 1950s. Nilsson (1998:1) stated that artificial intelligence is an intelligent behavior which involves perception, reasoning, learning, communicating, and acting in a complex environment.

2.1.2 Animal Intelligence

As human beings, animals are also intelligent, and this is proved by many researchers and educators. Glover and Ronning (1987:26) reported that, Thorndike carried out first study of animal intelligence and learning and developed group intelligence testing. Moreover, Bekoff, and Pierce (2009:79) agreed that animals too have multiple intelligences though the list will look different for each species.

3. Intelligence Quotient (I Q)

Intelligence Quotient (I Q) is the most traditional way of assessing intelligence. It refers to famous testing method to measure human intelligence as a distinct from attainment. IQ is an age related measure, and the term 'quotient' means the result of separated qualities, where intelligence is defined as mental ability. Usually, IQ includes a series of tasks; each task has standardized population of individuals in order to establish an average IQ of 100 for each test .There are numerous separate sorts of intelligence tests such as Cattell, Stanford- Binet and Wschler, and each one has its own distinct scale of intelligence.

Hunt (2011:01) stated that the term "intelligence quotient" (IQ) was first inspired by a German psychologist named William Stern in the early twentieth century. Benthan (2002:39) clearly expressed that the Psychologists Binet and Simon developed the first intelligence tests to measure intelligence in 1905 in order to assist the French government to identify school children who needed extra academic assistance. Binet was the first who established the concept of mental age or a set of abilities that children of a certain age possess. Since that time, intelligence testing has widely emerged and used as a tool. The focus of this test was only on measuring linguistic and logical-mathematical intelligences

and it neglected the measurement of other intelligences; "it also doesn't look at other virtues like creativity or civic mindedness or whether a person is moral or ethical." (Checkly, 1997:12).

4. Theories of Intelligence

There is a variety of theories that explain the nature of intelligence and which have been proposed by different researchers. The following are some of the most important theories of intelligence that have appeared in the last hundred years.

4.1. Charles Spearman - General Intelligence

In his book *Frames of Mind*, Howard Gardner (1983:17) argued that the British educational psychologist Charles Spearman believes in the existence of the "g", a general principal factor of intelligence measure every task in the intelligence test. The "g" factor underlines performance on all intellectual tasks. Brower (2003; Shaffer & Kipp, 2010:346) highlighted the term intelligence as an ability, and he argues with Charles Spearman (1927), who is one of the first one who used factor analysis to determine whether intelligence was one or many abilities, it is meant that after testing mental aptitude, people who act well on one cognitive test tended to act well on the other and the Vice versa.

4.2. Louis L. Thurston - Primary Mental Abilities

Thurston developed and supported the idea of intelligence degree, which is related to incompleteness degree of act at which it becomes a focal in consciousness. High awareness of an act in the early stages offers much chance to bring to bear upon it a wider range of choice or determination (Guilford, 1957:352). Sternberg (2003: 17) shows that the psychologist Thurston was among the enthusiastic supporters for the

analysis as a method of enlightening talent of factors such as the psychological structure of the underlying performance of the test can be observed. Instead of viewing intelligence as a single ability, general ability offered by him as a different theory of intelligence. Thurston's theory focused on seven different "primary mental abilities" . Thurston (1941; Sternberg, 2003: 18) believed in the existence of seven primary mental abilities which are:

- *Verbal comprehension*: the ability to understand verbal material;
- *Verbal fluency*: the ability of producing words, sentences;
- *Number*: the ability to compute rapidly;
- *Memory*: the ability to remember string of words, letters, numbers, or other symbols or items;
- *Perceptual speed*: the ability to recognize letters, numbers, or other symbols rapidly; *Inductive reasoning*: ability to reason from specific to general;
- *Special visualization*: the involved in visualizing shapes, rotation of objects, and how piece of a puzzle would fit together.

4.3. Howard Gardner - Multiple Intelligences

One of the more up- to- date thoughts that appeared is Howard Gardner's (1983) theory of multiple intelligences. It has been stated by Littleton et al. (2010:339) that "Gardner's multiple intelligences theory draws attention to how the environment matters from the individual's perspective. Each student has different profile of intelligences". His theory describes eight distinct intelligences based on skills and abilities that are valued in different cultures. Gardner proposed that statistical terminologies of human intelligence are not a full and precise illustration of people's abilities, Instead of focusing on the analysis of test scores.

4.4. Robert Sternberg - Triarchic Theory of Intelligence

This theory is the closest to multiple intelligences theory. James (2014: 312) states that Sternberg's triarchic theory of intelligence proposed three types of intelligence: analytic (processing information, representing problems), creative (creating, inventing, discovering), and practical (a measure of how well people can take ideas and put them into everyday practice). Analytical abilities are needed in analyzing, evaluating, explaining, and comparing or contrasting. In addition, creative abilities are those included in creation, design, discovery, and invention. Also, the practical one is used in implementation and application of the process of problem solving to concrete everyday familiar problems; adapt and shape environment to achieve practical and concrete results. Sternberg (1985:317; Safa 2013:11).

Robert Sternberg claimed about this theory of Intelligence the following:

Successfully intelligent people discern their strengths and weaknesses, and then figure out how to capitalize on their strengths, and to compensate for or remediate their weaknesses. Successfully intelligent individuals succeed in part because they achieve a functional balance among a "triarchy" of abilities...Moreover, all of these abilities can be further developed. (Cherry, 2014; retrieved from <http://psychology.about.com/od/cognitivepsychology/p/intelligence.htm>)

This means that the intelligent person is able to control his strengths and benefit from his weaknesses.

The following table summarizes the most famous theories of intelligence to make a clear idea about the most important features of each theory.

| Theory | Researcher | Date | Description |
|--|---------------------------------|------|--|
| General intelligence | Charles Spearman | 1904 | Intelligence is one general mental capability represented as g. The "g" factor underlies performance on all intellectual tasks. |
| Primary mental abilities | Louis L. Thurstone | 1938 | Intelligence consists of seven independent primary abilities: (1) verbal comprehension, (2) verbal fluency, (3) number or arithmetic ability, (4) memory, (5) perceptual speed, (6) inductive reasoning, and (7) spatial visualization. |
| Fluid intelligence and crystallized intelligence | Raymond B.Cattell and John Horn | 1966 | Intelligence consists of two broad abilities. (1) Fluid intelligence is one's biologically based capacity for reasoning and memory. (2) Crystallized intelligence is the knowledge and skills acquired through experience and learning. |
| Multiple intelligences | Howard Gardner | 1983 | There are seven kinds of intelligence*: (1) linguistic intelligence, (2) musical intelligence, (3) logical-mathematical intelligence, (4) spatial intelligence, (5) bodily-kinesthetic intelligence, (6) intrapersonal intelligence, and (7) interpersonal intelligence. Most activities draw on several kinds of intelligence. |
| Triarchic theory of intelligence | Robert Sternberg | 1985 | Intelligence consists of three major parts. (1) Analytic intelligence is skill in reasoning and in processing information. (2) Creative intelligence is skill in using past experiences to achieve insight and deal with new situations. (3) Practical intelligence is skill in everyday living and in adapting to life demands. |
| In the late 1990s, Gardner amended his theory to include an eighth intelligence: naturalist intelligence, or skill in recognizing and classifying plants, animals, and minerals. | | | |

Table 1: Theories of Intelligence (Microsoft Encarta, 2009.)

5. The Multiple Intelligences: A New Version

As a new emerged theory comes to challenge the limited traditional concept of intelligence, it is proposed that intelligence falls into nine areas. According to Golubtchik (2010:01), as a teacher, you can share the theory that makes all students learn, to deal

with as many of students who do not learn more from the traditional methods. Students will be frustrated when they fail in some tasks such as mathematics or reading while their classmates score high on tests. Actually, they could be successful in other skills as art or design. Teachers can help them by recognizing their strengths and skills they need to succeed, and Gardner's Theory is one tool to do that.

According to Gardner (2006; cited in Roy, 2015:10), the theory of Multiple Intelligences suggests that every individual could possess seven types of intelligence. Moran, Kohnhaber, and Gardner (2005; Nath& Cohen, 2011:170) acknowledged:

Gardner's theory of 'multiple intelligence' speaks of capacities that reside inside a person. He has identified at least eight intelligences that are important for students: verbal-linguistic, logical-mathematical, visual-spatial, bodily - kinesthetic, musical-rhythmic, interpersonal, intrapersonal and naturalistic.

This ensures that the multiple intelligences theory involves nine kinds of intelligence originally coined by Howard Gardner, namely verbal-linguistic, logical-mathematical, visual-spatial, bodily -kinesthetic, musical-rhythmic, interpersonal, intrapersonal and naturalistic and existential- spiritual intelligence.

6. Gardner Types of Intelligence

Gardner believes in the existence of seven or more intelligences, which can exist on each individual. One can use one intelligence type or more depending on the task. Here is an overlook on each type of intelligence.

- **Logic-Mathematical Intelligence**

This sort of intelligence is of special value in handling problems in logical reasoning, and in solving abstract mathematical problems. Gardner & Checkley

(1997:12; Baum, Viens, & Slatin, 2005:15) claim, "People with highly developed logical-mathematical intelligence understand the underlying principles of some kind of a causal system, the way a scientist or a logician does, or can manipulate numbers, quantities, and operations, the way a mathematician does". This means that, this kind of intelligence is associated with scientific thinking.

- **Spatial Intelligence**

This kind of intelligence is of use in many everyday situations. It is needed when deciding how to go from one place to another, or how to arrange suit cases in the boot of a car. It is also of value when painting pictures, or map-reading. Moreover, spatial intelligence is referred to

The ability to represent the spatial world internally in your mind—the way a sailor or airplane pilot navigates the large spatial world, or the way a chess player or sculptor represents a more circumscribed spatial world. Spatial intelligence can be used in the arts or in the sciences. If you are spatially intelligent and oriented toward the arts, you are more likely to become a painter or a sculptor or an architect than, say, a musician or a writer. Similarly, certain sciences like anatomy or topology emphasize spatial intelligence. (Baum, Viens, & Slatin, 2005:15)

In another word, it refers to the natural relationship between the person and the space around him as well as sense and feeling of the space around. This kind of intelligence depends on the ability to see, touch and hear for people.

- **MUSICAL INTELLIGENCE**

This form of intelligence refers to relationship between persons and music, it is used for plying an instrument, singing, and appreciating music .Indeed, it is:

the capacity to think in music—to be able to hear patterns, recognize them, remember them, and perhaps manipulate them. People who have a strong

musical intelligence don't just remember music easily—they can't get it out of their minds, it's so omnipresent. Now, some people will say, "Yes, music is important, but it's a talent, not intelligence." And I say, "Fine, let's call it a talent." But, then we have to leave the word *intelligent* out of *all* discussions of human abilities. You know, Mozart was damned smart! (ibid.)

In another word, music, rhymes, and intonation smart. This way is joyful and remembering through music is pleasant for that this kind of intelligence possessed by many people and teacher can use it affective way to teach.

- **Bodily-Kinesthetic Intelligence**

Being in harmony with a horse, to move, clamps are ways of kinesthetic intelligence. This category of intelligence is used in excellent and precise control of movements, such as dancing or playing sport. Gardner and Checkley, (1997:12; cited in Baum, Viens, and Slatin, 2005:16-17) stated:

Bodily-kinesthetic intelligence is the capacity to use your whole body or parts of your body—your hands, your fingers, and your arms—to solve a problem, make something, or put on some kind of a production. The most evident examples are people in athletics or the performing arts, particularly dance or acting.

It refers to learning by movement, this kind used to manipulate thing, practicing sport, dancing and anything else you change your body situation.

- **Linguistic Intelligence**

This sort of intelligence is concerned with abilities and emotional states; in other words, it closely resembles self-awareness. It has been asserted that:

Linguistic intelligence is the capacity to use language—your native language, and perhaps other languages—to express what's on your mind and to understand other people. Poets really specialize in linguistic intelligence, but

any kind of writer, orator, speaker, lawyer, or a person for whom language is an important stock in trade highlights linguistic intelligences. (ibid.)

This means that it is the ability to use words in writing to express thought. In fact, this kind of intelligence is not new; there was a focus on it before when using the (IQ) test.

- **Interpersonal Intelligence**

It is the ability to read people. This type of intelligence includes communication with, and understanding other people. High scorers in interpersonal intelligence are warm and sympathetic individuals. Gardner and Checkley (1997: 12; cited in Baum, Viens, and Slatin, 2005:17) assumed,

Interpersonal intelligence understands other people. It's an ability we all need, but is at a premium if you are a teacher, clinician, salesperson, or politician. Anybody who deals with other people has to be skilled in the interpersonal sphere.

The idea here is to get the right meaning of the interpersonal intelligence, which is an ability to listen to what other people says, to gain a good rapport with another person, and to be adept at negotiation and persuasion.

- **Intrapersonal Intelligence**

It is about self- knowledge; each person should know about his or her in-side of his or her personality. Self- knowledge is important for developing independent learning skills and to help learners to think and to reflect on their own learning. Gardner and Checkley (1997: 12; cited in Baum, Viens, and Slatin, 2005:18) claimed:

Intrapersonal intelligence refers to having an understanding of yourself, of knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward. We are

drawn to people who have a good understanding of themselves because those people tend not to screw up. They tend to know what they can do. They tend to know what they can't do. And they tend to know where to go if they need help.

They mean that an intrapersonal intelligent person understands what happens within himself. By knowing what your capacities are and knowing your plan in the future, the mode of this intelligence is focusing or functioning in terms of self-knowledge, self-control, and self-regulation. It is the metacognitive skills; it also has to do with awareness of one's own feeling and wishes.

- **Naturalist Intelligence**

The naturalist intelligence refers to being in harmony with plants, animals, and nature. The naturalist intelligence can be stimulated in the classroom through activities such as attribute grouping, Charting, and semantic mapping. Gardner and Checkley (1997: 12; cited in Baum, Viens, and Slatin 2005:19) argued

Naturalist intelligence designates the human ability to discriminate among living things (plants, animals) as well as sensitivity to other features of the natural world (clouds, rock configurations). This ability was clearly of value in our evolutionary past as hunters, gatherers, and farmers; it continues to be central in such roles as botanist or chef. I also speculate that much of our consumer society exploits the naturalist intelligence, which can be mobilized in the discrimination among cars, sneakers, kinds of makeup, and the like. The kind of pattern recognition valued in certain of the sciences may also draw upon naturalist intelligence.

This intelligence is linked to nature. To understand the nature is not something easy, only nature gifted persons can deal with problems that face them in nature; they can adapt with all types of climate.

- **Existential Intelligence**

It is a kind of intelligence that deals with classical value of beauty in the universe. The spiritual or existential intelligence also is to be in harmony with nature. In another words, it is to think deeply in the creation. McKenzie (2005:13) describes existential intelligence as

The intelligence of understanding processes within a larger, existential context. It can include aesthetics, Philosophy, and religion and emphasizes the classical values of beauty, truth, and goodness. This intelligence allows students to see their place in the big picture, whether that is the classroom, the community, the world, or the universe. Students with a strong existential intelligence have the ability to summarize and synthesize ideas from many disciplines and sources.

In fact, the existential intelligence is more complex than other intelligences and the person who is intelligent with this kind is wise. Moreover, it is the ability to reflect on issues related to life and death, religion, thinking on the universe, and being ponder.

Prichard (2009: 34) argued that Gardner coined seven intelligences, though later he added an eighth and ninth. Howard Gardner (1993) in his book *Multiple Intelligences, the Theory in Practice* differentiated between interpersonal intelligences and intrapersonal intelligence, and he claimed that "Adaption to the social environment of school calls upon interpersonal intelligence, while having a learner with particular strengths, weaknesses, and stylistic features draws upon intrapersonal intelligence" (cited in Ellison 2001:126). This means that to adapt in the society is interpersonal intelligence and to have an image of our inner personality is the intrapersonal intelligence. This pizza chart explains more bout Howard Gardner's multiple intelligences theory. It is coined by Armstrong (2009:46) "MI pizza"

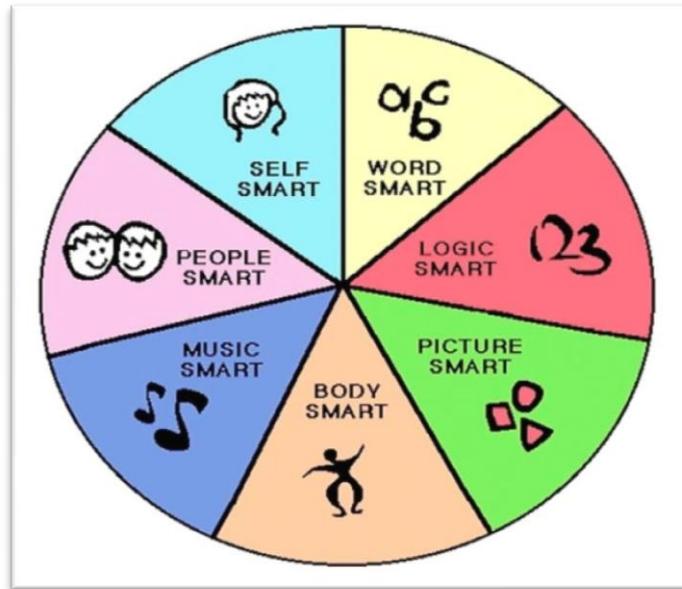


Figure1: Gardner’s Multiple Intelligence Theory Pizza Chart.

7. Principles of Multiple Intelligences

Principles of multiple intelligences can help individuals to alter in different intellects in their real life situation. Abdulaziz (2008:32-33) explains these principles to be: Intelligence is a biological, neurological, psychological potential and each individual has eight or more intelligences. Individual intelligences can be learned and improved; each intelligence includes capacities that appear on different persons. It means that individual could be able or unable to do some of these capacities. Using different external and internal provocation can stimulate and activate these intelligences; each intelligence has its own way of operating. When MI is used in teaching and learning they boost one’s learning capability. These intelligences are developed by our development from infancy to adulthood. Moreover, they can be located in the left or the right side of the brain or at both sides. MI and IQ are different in describing human intellectuals, and MI can be measured in real life situations by different ways not only by paper and pen.

8. Creativity Vs. Multiple Intelligence

Creativity and intelligence are interrelated, and many researchers conducted research in the field of these two concepts. Forster (cited in Carter, 2005: 84) claims that "In the creative state a man is taken out of himself. He lets draw it were a bucket into his subconscious and draws up something which is normally beyond his reach. He mixes this thing with his normal experiences and out of the mixture he makes a work of art".

According to Gardner (1993:38 cited in Boyd-Struthers, 2008: 5) the creative person is the one who solves problems, fashions products or defines new questions in a domain in a way that is initially considered novel but that ultimately becomes accepted in a particular cultural setting. Fleethman, Charles and Sheppard (2006:110) asserted that multiple intelligences use supports creativity. Furthermore, Fleethman and Phillips (2014) stated that creativity in learning is not only using art or poetry to learn key facts. But also is about using imagination to make new things, and creativity means taking risk to try out new ways of teaching and learning. According to Gardner (1999:177) the difference between creativity and intelligence can be in two ways: most creators stand out with one or two domains and creative individuals do something initially novel, but the contribution does not end with novelty.

9. Learning Styles Vs. Multiple Intelligences

Learning styles refer to the manner of preference to concentrate on, store, remember new and difficult information; however, multiple intelligences is the theoretical part of understanding, assessing, and developing a variety of people's intelligence factors. According to Fleethman and Phillips (2014) learning styles and

multiple intelligences are different. Learning styles are our unique and preferred ways to experience new information, it describes the front end of learning, whereas intelligences are more but not exclusively to do with showing what we have learned at the other end. Elrman (1996:54; cited in Kaminska 2014:5) introduced learning style:

A learning style ... can run the range from a mild preference ("I'd rather learn by discovering patterns by myself ") through a strong need (" it interferes with my learning when I haven't mastered grammar patterns first. I have trouble following the material that uses them ") to an out and-out rigidity (" I have to see it before I can remember it, if I don't see it nothing tricks at all.")

This means that learning styles are preferences of the need and rigid to understand the task .Gardner and Hatch (1990); Gardner and Hatch conclude that "it may be worthwhile for teachers to 'detect the distinctive human strengths and use them as a basis for engagement and learning' ". He means that to engage and help learners to learn by detect the student strengths and use them as basis.

Dunn et al.(1982; Dunn et al. 1986; Lemmon 1985; MacMurren 1985; cited in Prichard 2009: 51) stated that, in the later of the twentieth century, there was a great deal of research conducted concerned with investigating the relationship between academic achievement and individual learning styles. The research has quit reliable support for the next thoughts:

- Learners learn in different ways.
- Their performance related to the way individuals learn.
- When they are taught with approaches and resources according to their learning styles, their achievement is notably increased.

10. Multiple Intelligences and Learning English Language

According to Williams (2002: 21), Gardner proposed that knowing multiple intelligences can help teachers find what motivate and interest their learners. Berman (1998; cited in Duran & Sancher- Reyes, 2010: 33) was the first who extensively applied the multiple intelligences theory of Howard Gardner in foreign language teaching. Duran & Sancher-Reyes (2010:33-34) argue that teaching English with types of intelligences is extremely important. The verbal-linguistic will complete its role in learning the language. Visual-special intelligence is effective way to use situational clues. Bodily-kinesthetic intelligences combine physical actions with linguistic responses; it is very helpful to learn language by actions. Grammar falls into logical-mathematical intelligences. In fact, English is known as rhythmic language and musical intelligence is important to learn intonation, and phonetics. Also, group learning is based on interpersonal and intrapersonal intelligences, and self- knowledge leads to understand what motivates, strengthen and weaken the learner. It is something vital for long term English learning.

Conclusion

To sum up, this first chapter addressed many concepts related to "intelligence" such as creativity, brain, learning styles in term of definitions, discussion of contributions of researchers on these concepts. Also, we focused on the major role of Howard Gardner's Multiple Intelligences Theory, the new emerged intelligence version on learning English as a foreign language. We also discussed how teachers should involve the different eight or nine intelligences in their classes to create the positive atmosphere of participation and involvement through considering all types of intelligence and turning learners' weaknesses into strengths.

Chapter Two :

Classroom Participation

Chapter Two: Classroom Participation

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Introduction

A common issue in English foreign language classrooms is participation; not all members of the class participate equally in the discussion and classroom activities. The dominant student will take over discussion totally while the shy student will be unable to get a word in edgeways. The teacher will consider him an inactive learner who does not try to contribute in the class activities. In fact, it is difficult to deal with both types of students: The dominant and the non-dominant one. The former may be powerful or somewhat violent but often motivated, enthusiastic, and talkative students. They contribute and share their thought more. The latter type, however, talk less without showing their enthusiasm. Sometimes, these students are not conscious of the trouble and the activities. Actually, they do not participate because they are timid or calm people in their own language. For that reason, the teacher should be aware and should give tasks that provide to such kind of students something to say; for example, turn-taking in a discussion or communicative games rather than real life telling stories. Teachers also should know how to activate the communication among students and to make them participate, yet it is difficult to realize if there is no organization or control. The teacher can play an essential function in helping the class to participate by creating an appropriate atmosphere and by selecting suitable activities for lessons to formulate a successful interaction without any kind of restraint because the success of classroom learning is incredibly dependent on students' participation and interaction. Therefore, the teacher should know how to establish a good working relationship with non-cohesive, passive and negatively silent learners. As a result, this chapter will tackle different sides of the concept "classrooms participation" by focusing on its importance and how it can be enhanced through different kinds of activities.

1. Definition of Classroom Participation

Classroom participation refers to the process of reaching understanding, in which the speaker and the hearer exchange information and create, share it meaning. Wearmouth (2009:10) points that student as human beings are members of the groups or community. This means that learning (acquiring knowledge) is gaining a sense of one as to be able to achieve, as well as having a sense of belonging to activities included in class to show the importance of participation

In Education, participation is most often defined as verbal responses that fit into the routine or classroom discourse established by the teacher. Littleton, Wood and Kleine (2010:58) claim, "Participation can take many forms extending from making suggestion for and supporting children's initiatives to actually adopting pretend roles and enacting with children." This means that there are many forms of participation and many activities. Flannery (2015:23) describes participation to be dynamic with subtle negotiations. Participation is believed to be a necessary for learning foreign language. Students are required or encouraged to participate in the classroom and thus take part in their own learning process.

Moreover, Czekanski & Wolf (2013:7-8) acknowledged a list of definitions according to many researchers. Burchfield & Sappington (1999) described class participation as classroom discussion. For Karp and Yoels (1976), however, it is talk or verbal load. Nevertheless, it is comments and responses to oral questions according to Cross, Frary & Weber (1993), and for Williams (1971), it is loquacity. Therefore participation in classroom can take many forms including classroom involvement, interaction, engagement, communication or talk. Also, it could be observable or un-observable. The following figure explains the forms of participation and details its components

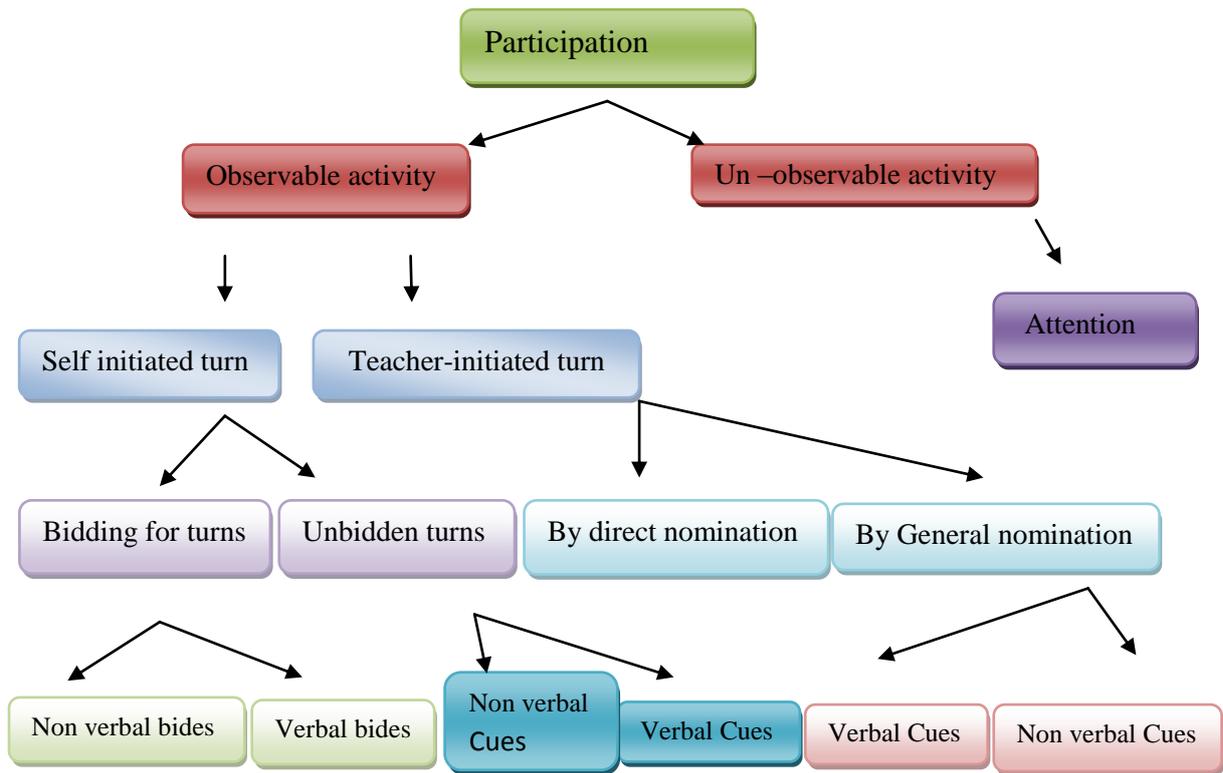


Figure 2: Some Factors in Observable and Unobservable Participation (cited in: Allwright, D., & Bailey, K. M. (1991:128).

This figure represents types of participation activities in classroom as it is noticed: Observable and Un-observable one. The former is student self-initiated and teacher-initiated, whereas the latter needs attention from the both, i.e. the teacher and students.

2. Active Participation Method

The following method is activities aimed at opening the learners' eyes to new ways of thinking about learning .some of these activities invite them to consider old routines or habits at the conscious level of their thinking, activities helps them to discover new aspects of learning and trying out new techniques, in another word, Active Participation Method, according to IEC Chesapeake·WECA (2013:36), it refers

to activities done by students in the classroom. This method includes only learners who do the task by themselves. It means that student carry out the lecture by asking and answering each other without any intervention of the teacher. In active class participation, learners need to use critical thinking skills including the observation, analysis, and evaluation of information to understand terms and solve problems. Furthermore, it requires learners to adopt an open mind and share their thinking with their classmates. To do that, learners has to behave in a way that reflects their active participation such as hard working, positive attention, motivated and interested. Also, learners should avoid behaviors like long-winded comments; rather, they should keep the answers, question and support their classmates as short, specific and relevant as possible.

Active learning is to provide opportunities for students to talk, listen, and reflect on the class lesson because learning by nature is an active process. Therefore, the act of active participation involves asking questions, giving opinions and discussing related topics of the lecture whereas passive participation means the act of taking notes, seating quiet, and listening to the lecture without doing anything.

3. A Related Issues : Communication

These issues are related and associated with communication as a major step in classroom participation, at this section we will deal with definition of communication in general and classroom communication activities in particular .Also the focus on the way of managing a communicative classroom through ways of seating and arranging the furniture .In addition, an essential issue in communication is communication strategies and how teachers uses these strategies for a successful and participated classroom.

3.1 Definition of Communication

Communication refers to a process of interaction between interlocutors to arrive at a common understanding for mutual benefits. Moreover, communication means the indirect transfer of meaning from one to another. Indeed, communication is to have the capacity to convey to others the nature of individuals' unique experiences. Snyder (2001; cited in Bearne, et al. 2003:9) states:

Communication is more strongly associated with media studies than with literacy studies. Computer mediated 'communication', however, is increasingly used to distinguish between print-based literacy and screen-based literacy practices. In the context of new media, 'communication' is a word that could be used to destabilize the close association so often made between literacy and the printed word.

In fact, it refers to communication as a way of connection between people, and it is related to media more than to printed products.

According to Morrow (1981; cited in Sarosdy, 2006: 22), communicative activities have three features: information gap, choice, and feedback. An information gap exists when the speaker and the hearer share the same information. In a communicative situation, the speaker has a choice of what and how to say it. If the sentences and structures are prescribed by the teacher, there is no free choice of language. The receiver of the messages is supposed to react and to give feedback. That is the reason why a lecture or a presentation is not a communicative activity. In this sense, Harmer (2007) describes communicative and non-communicative activities as follows:

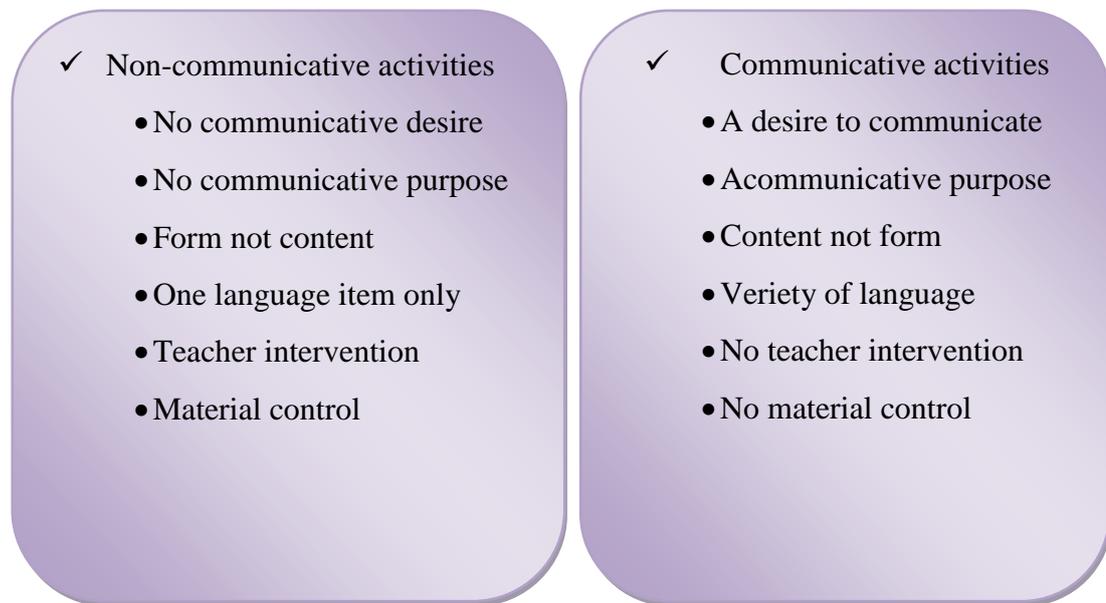


Figure 3: the Communication Continuum. (Harmer, 2007)

3.2. Managing a Communicative Classroom

Teachers know that talking and acting of their students will influence their learning as well their acquiring of the language. Consequently, they seek to promote active communication in their classroom. It acknowledges that what makes up the whole of classroom communication is the interrelationship between what is bridged into classroom and what occurred in by the teachers and his stuents. Communicative learners, according to Willing (1987; cited in Harmer, 2007: 88), are comfortable to use the language with confidence out of the class, and they easily interact with others. Also, they can operate the speech without the guidance of the teacher. According to Hedge (2000), teachers will need to consider carefully the demand learns' participation. In addition, to be conscious of socio-psychological factors which influence learners' responses to those demands. Adults returning to English language study after experiencing traditional teacher-fronted classroom at school can be overcome by collaborative element of learning. Building cohesiveness within classroom is clearly an important managerial role for the teacher. It can be at least achieved through attention

seating arrangements, through a progressive introduction of interaction activities, and from simple pair work on short task to more complex role play activities, through training learners in peer feedback and through careful management of group size.

The seating and arrangement of the furniture are other key elements in managing a class. The seating way of learners is important to create a positive atmosphere for the teacher to work and for his learners to learn. According to Long, et al., (2010:150), classroom arrangement is one of the most important factors that influence the way of learning and teaching because it enables learners to participate through discussion and cooperation. In addition, seating can be arranged according to the kind of activities chosen by the teacher. The furniture's arrangement is the responsibility of teachers who are free to modify the location of seating of their students. So, it is important to arrange the furniture in accordance to the teacher teaching style, to give the students a space for movement and flexibility. In this sense, Dornyei and Murphy (2003: 80) mentioned five types of seating arranging in their book '*Group Dynamics in the Language Classroom*'.

• **Traditional Teacher-Fronted Seating Structure.** The most traditional spatial arrangement involves columns, rows of desks, and chairs where students face the teacher. This way of seating is appropriate for planned communication, for example, at formal presentation.

• **To Have or Not to Have Desks.** Not to have desks that separate people from one another can sometimes create feeling of closeness to enhance interpersonal communication and the option to have desks or not depends on the tasks the teacher want to do. (Dornyei and Murphy, 2003:81).

• **Circular Seating Structure.** It includes the teacher in the group. Ehrman and Dornyei (1998) reported studies that have revealed that people sitting in circle groups

are related to each other and are more friendly than in another arrangement. Moreover, the circular arrangement resulted in shorter pauses in the conversation. (ibid)

• **Semi-Circular Seating Structure.** Is a common arrangement seating with the teacher sitting in the middle of the open-end of the -U- shape. This arrangement allows students to have a direct visual contact with each other; thus, communication is increased (ibid)

• **Hoc Clusters of Chairs/ Desks.** To build student autonomy and responsibility, tasks that call for seemingly small groups of chairs – desks such as games and small group activities are particularly useful. The absence of the teacher is an advantage for learners to feel free and responsible. (ibid: 82)

If teachers move table-chairs or tables around in the classroom, they might get better participation, to sum up the ways of arranging the class in traditional or modern classrooms, Dornyei & Malderez (1997:74) claims that:

Even in classrooms where traditional rows and columns of desks/chairs have been done away with one would more frequently find semi-circles than full circles; with teacher sitting in the middle of the open end of the U-shape this reinforces his/ her status because the distinguished place puts him/her into a position where he/she can exercise a greater amount of interpersonal influence simply by being in the network. To increase the self-organizing ability of the group, it is worth closing the circle whenever there is no particular need to draw spatial traditional to the teacher

They mean that the teacher should arrange the seating of his class, in a smart way by choosing the useful arranging structure to organize his/ her class, and to avoid serious problems which may occur when he /she allow them to choose their place to sit.

The way of arranging the class, whether traditional, circular or U- shape could be used by the teacher to break the routine according to the activity or the task he/she will

present. The teacher should vary his arranging ways in order to create the good atmosphere that makes his class comfortable.

3.3 Communication Strategies

A major component in teaching and learning is the capacity to communicate effectively. Classroom communication involves eye contact, sounds imitation and physical gestures. These non-verbal activities can be used by learners when they do not know how to say a word in English because of the lack of linguistic competence of the target language. To communicate successfully is relied to the "ability to communicate within restrictions." Savignon (1983:43; cited in Dornyei, 1995:65).

This concept has been introduced by Canal and Swain (1980) as a major component in their construction of communicative competence. For that, the importance of communicative strategies is conducted in many researches in the United States and in Great Britain since the 1980s as well as in some Arab countries recently (Rababah, 2005; cited in Cervantes & Rodriguez, 2012:113). Communication strategies are tips that any non- native speaker of a language needs to know in order to communicate well and to speak the language fluently. Kasper and Kellerman (1997; cited in Jun Liu, 2001: 31) claim:

Unlike native speakers, second language learners sometimes lack necessary resources and linguistic competence to express a particular communicative intention in the L2 when linguistic resources are limited, second language speakers tend to rely on communication strategies for linguistic compensation. Among second language researchers, there is general agreement as to various kinds of communication strategies that are observable in non-native performance.

In another word, in order to communicate in L2, we need some strategies to compensate the linguistic competence. These strategies are observable is non-native

speakers. Therefore, EFL learners should learn these communicative strategies in order to help them when communicating in English.

4. Classroom Engagement and Classroom Participation

Classroom participation and classroom engagement are two common and interrelated concepts. Many researchers defined classroom participation as engagement and involvement. Hence, engagement can fall under the umbrella of participation. Both of them can happen in classroom. Students' engagement is defined as their involvement with activities and conditions likely to generate high quality learning. It is recognized as important for superior education. (Steel, Laurens & Huggins, 2013: 40-1).

Engaging students in English Foreign Language classroom is a crucial component to assist them to succeed as learners at university and as members of society. Reyes (2007:17) claimed that "Be engaged in the classroom and with the topic of discussion. For example, working in groups is the preferences for those with high degree of interpersonal intelligence. According to Gardner's theory, educational experiences designed to maximize student interest and address their particular intelligences are more successful". Therefore, teachers should be always ready to work according to their learners' needs and preferences.

Class participation, on the other hand, is learning by doing classroom activities and tasks as Maznevski (cited in Steel, Laurens, & Huggins, 2013:44) notes:

I want students to participate so they can learn from each other. We know that active involvement in learning increases what is remembered, how well it is assimilated, and how the Learning is used in new situations. In making statements to peers about their own thoughts on a class topic, students must articulate those thoughts and also submit them to examination by others. In listening to their peers, students hear many different ways of interpreting and applying class material, and thus are able to integrate many

examples of how to use the information. Especially in a course that stresses application of material, extensive participation in class discussions is an essential element of students' learning.

This means that learners' participation can increase the quality of interaction between students and their teacher and among learners themselves. In addition, it improves learning achievement and leads to enhanced positive emotional and personal effect for students.

5. Contextual Factors Influencing Participation

The majority of languages teachers face the problem of frustration of empower continuous amounts of energy in their students and getting passive participation, this is due to Contextual factors which may influence the amount of discussion or percentage of students' participation. These factors may vary from one school to another. It includes the class size, instructor gender, seating arrangement, disciplinary area, course level, and students' groupings.

Initially, class size refers to the number of students. This can vary from a system of education to another, from one purpose of teaching to another, and from one situation to another. Students of smaller number do participate easier than students in large size classes. However, class size does not impact on students' participation. According to Harmer (2007: 122), English classes are varied in size. There are private lessons when the teacher deals with one student. Other classes, nevertheless, include more than one hundred students depending on the educational system. There are also large classes that include 40 to 50 students. And the techniques that teachers use depend on the size whether individual, pair work or group work. Eric Forth (1993), Minister of State of Education reported in "The Independent", "I do not believe there is any proven connection between class size and the quality of Education." Blatchford

(2008:4). He means that (for him) there is no relation between the class size and the quality of education if it is political, or about language it has nothing to do with large or small classes, but there is an effect of the class size on the student success. In fact, there is a relation between the class size and the student achievement because in small size classes the teacher can activate his students' intelligence by linking their learning styles to his teaching strategies.

Gender is another important factor to consider regarding students' participation. The effect of teachers' gender is relevant. Pearson and West (1991; cited in Howard, 2015:63), in an early study, found that male instructor receives more questions from female learners. In another word, males and females teachers are different in the way of dealing with their student. Their gender may effects positively or negatively. The point here is to give confidence to teachers and to give them the chance to gain the respect of their student, whether male instructor or a female should know how to take care of their student as first step of teaching process.

Another contextual factor concerns the seating arrangements. It is one of the most important factors .Howard, Zoeller, and Pratt (2006; cited in Howard, 2015: 64) found that dominant talkers are students who are seated in front –third of the class. Martins (2010; Howard, 2015: 64) reported that students seating in circles will be encouraged to speak.

The level of students and the disciplinary area affect also their participation. Gombie et al., (2003; cited in Howard, 2015:63) argued that participation in art and social sciences is greater than in natural sciences. Course level has also an impact on students' participation. Fritschner (2000) found evidence that faculty number initiated more interactions in upper level courses. (Cited in Howard, 2015:63)

Students' grouping helps in engaging them and increases their participation. It is an important technique that teachers should not neglect. Students are organized depending on the size of the class, seating arrangement, or naming of group communicators. The most common student grouping in foreign language classroom is individual work, pair work and group work. In individual work, students work on their own on activities that are suitable to their proficiency level and relevant to their needs and interests. This type of activities helps students to promote self-confidence and leads them to gain control and to become independent. Pair work is also important, and it offers many benefits for learners. They get a chance to work independently, and they will take responsibility of their own learning. Also, they talk directly to one another. Two or three pair work activities are good to break the routine. Group work is widely used as a technique to enhance students' participation. By engaging them in practicing language items, this provides opportunities for sustaining interaction. Also, it promotes accuracy as well as fluency in language use. All these techniques address student participation during the lesson. (Obilisteanu and Niculexu, 2015:622).

According to McCafferty, Jacobs and Dasilva (2006:141-142), promoting equal participation for all members of the class, teachers should put into consideration each idea and information given by each student. All members are expected to contribute equally. Multiple intelligences theory is based on cooperative work, making the class share experiences by creating atmosphere of involvement. For that, most people enjoy the feeling of belonging. Scot and Ytrebrg , (1990; cited in Bas, 2008). According to British council book "*Teaching English Young Learners Activity Book*" (2012), to engage the whole class to participate, whether individually, in pair or in group work activities could be useful to involve all learners, and also to develop a positive classroom to learn English, good relationships between students and the opportunities

to learn from their teacher and from each other. These activities encourage both individual and group competition, with a winner at the end, while a certain amount of competition can be healthy. Competition can push them to perform well, but teachers should be aware because too much competition can be de-motivating for other learners, for that a limited use of competition could be the right solution.

6. Participation classroom activities

Participation classroom activities provide critical opportunities for learning new skills. Participation involves extremely numerous sorts of behaviors such as paying attention, being on task, responding to questions, working in group, asking questions, seeking help and making good use of class time. These behaviors may support students to learn more. There are many reasons for passive learners' participation including personality style, problems of learning and attention, low motivation, and bad experiences from past participations. The radical role of the teacher is to reduce these problems by using different activities. Indeed, making students participate in class without problems is the main goal of the teacher to be achieved during lessons. For that, he must encourage them to use the language in the classroom and to involve them in many different activities. And teaching students about multiple intelligences helps them to become self-advocated in their learning. They become autonomous and can internalize the way of learning that fits them and which cope with their teacher teaching styles.

Here is a list of activities suggested by Alvis (1999: 9) that can assist teachers to broaden their teaching strategies and to enrich all categories of their student intelligences.

| Intelligence Type | Educational Activities |
|--------------------------|--|
| Linguistic | Lectures, worksheets, word games, journals, debates |
| Logical | Puzzles, estimations, problem solving |
| Spatial | Charts, diagrams, graphic organizers, drawing, films |
| Bodily | Hands-on, mime, crafts, demonstrations |
| Musical | Singing, poetry, jazz chants, mood music |
| Interpersonal | Group work, peer tutoring, class projects |
| Intrapersonal | Reflection, interest centers, personal values tasks |
| Naturalist | Field trips, show and field trips, show and tell, plant and animals projects |

Table 2: Intelligence Types and Appropriate Educational Activities

(Christison, 1991; retrieved from:

<http://www.shareeducation.com.ar/pastissues3/187.htm>)

The table above shows activities related to nine types of intelligences can be used by EFL teachers to show student how much they already know, to mobilize their existing knowledge, and to encourage their contribution and classroom participation.

7. Relationship between Participation and Multiple Intelligences

As a strategy of teaching and learning used in schools and universities to enhance student participation, Multiple Intelligences theory can be used to address all sorts of intelligences. The degree of students' dominant intelligence is related to their participation. Hence, identifying multiple intelligences within the classroom can be very useful if teachers use this information to lesson planning that is adapted to students' intelligences. Consequently, this will increase their participation when the lesson is based on the stronger intelligences.

It is difficult to consider and work with all the multiple intelligences, but teachers should make an effort to do so because it does not only increase their participation but it increases their learning as well. All the nine types of intelligence should be taught within the classroom. There is strong connection between student participation and their weaker intelligences. In another words, participation is an important component for all learners to learn successfully. By using the theory of multiple intelligences, one can address the learning needs of all students. By rotating instructions through all the categories of intelligences, all the class will be allowed to choose the method of instructing that fits their needs and weakness. They develop strengths and weaknesses of information presented through the variety of strategies using multiple intelligences.

Conclusion

To sum up, the second chapter deals with the concepts of "participation". Participation is an extremely crucial element for any EFL class; teachers need to improve it through many activities used under what is so-called the Multiple Intelligences Theory. The size and manner of arranging the class and its furniture play a major role in enhancing class participation as well as engaging learners and strengthen

their weaknesses. Also, teachers should be aware of the contextual factors that impact on his class as class size, instructor gender, seating arrangement, disciplinary area, etc. In addition, the grouping of students should be taken into consideration, and teachers should use ways that fits their activities and teaching styles.

Chaptre Three :

Field Work

Chapter Three: Field Work

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| الملخص | |

Introduction

In the previous two chapters, we have presented the literature review about the Multiple Intelligences Theory and classroom participation. This chapter is devoted to the presentation and analysis of results obtained from the data gathering tools (a questionnaire and an interview) employed in this research.

Therefore, the present chapter represents the field work of the study .Throughout, it we try to verify or falsify our hypothesis which postulates that if the Multiple Intelligences theory is integrated in EFL classroom, participation would be increased. Moreover, to collect data for our research, we adopted a qualitative approach. And we administrated a questionnaire for second years students at the division of English .As well as an interview that was distributed to teachers of Oral Expression.

1. Research Methodology

1.1. Research Method

This research is mainly descriptive using the qualitative and quantitative approach to gather data. The descriptive method unables us to both describe students' type of intelligence and analyze its effect on students ' participation, and eventually come up with effective solutions.

1.2. Data Gathering Tools

In order to conduct our investigation and to confirm our hypothesis, two data gathering tools were relied on; a questionnaire designed for second years students and an interview delivered to teachers. The objective of choosing these two tools depends on the overall aims of the research which is investigating the Multiple Intelligences Theory in EFL classrooms to encourage students' participation.

1.3. Sample of the Study

Second year LMD students of English at Mohammed Khider University of Biskra make up the entire students' population of the present study. It is estimated at (449) divided into ten groups. A sample of forty (40) students has been chosen randomly from different classes to represent the whole population. The reason behind choosing to work with this level (2nd year) is that they are more or less used to oral participation and to the oral expression module.

A second sample, which concerns teachers this time, has been selected to enrich the study and to confirm or disconfirm students' responses. Therefore, Eight (8) teachers of oral expression have been chosen randomly from the entire population of (38) teachers at the English Division of Biskra University. The reason behind choosing such a sample was to examine the degree of teachers' awareness of the importance and the role of MI Theory in enhancing learners' participation and communication in class.

2. Students' Questionnaire

2.1. Aim of the Questionnaire

This questionnaire is mainly designed to diagnose the students' lack of participation and the reason behind such a problem. More than that, it seeks to know how integrating multiple intelligences activities can be effective in enhancing students' classroom participation. This research study attempts also to investigate students' actual state of learning in terms of communication and engagement in class.

2.2. Administration of the Questionnaire

The students' questionnaire was administered to 40 students were randomly selected from six groups gathered together in the amphitheatre. Students were given identical instructions, before they complete the questionnaire, on how to do so, and for what reason it was designed. They were notified that : it is not a test, it is an important component in

our study, their participation is going to be really appreciated, what matters is their opinions (no true or false answers), and the answers they will provide would remain completely confidential (even though they were not asked to write their names). The questionnaire took the students nearly 20 minutes of their time (which is largely enough for each one of them to answer).

2.3. Description of the Questionnaire

The questionnaire comprised different kinds of questions arranged in three sections. The items required answers with dichotomies (yes/no), picking up an answer from a series of options, ranking options, or open questions in which students to give opinions or explain their choices.

Section One: Background Information

It consists of (3) questions in which students were asked to indicate their age in (Q1), their gender in (Q2), and their choice to study English in (Q3).

Section Two: EFL Speaking Proficiency and Class Participation

It consists of (7) questions seeking information about some aspect of speaking proficiency and students' participation. In the first question (Q1) student are asked about their level of oral proficiency, (Q2) is about ranking the skill in terms of difficulty, furthermore, (Q3) aims to know students opinion about practicing English language in order to speak it.(Q4) is about if students try to speak English inside the class or not. In addition (Q5) seeks information about how many times they participate. (Q6) aims at knowing the reason behind passivity of students. Also (Q7) looks for students' preference of oral expression session. (Q8) aims to know about the kind of atmosphere that their teacher creates .to end with (Q9) which aims at knowing how many times teachers gives them opportunities to participate.

Section Three: Multiple Intelligences and Classroom Activities

This section dealt with 6 questions (1-6), this section researches for information about students awareness of the Multiple Intelligences theory and classroom activities. (Q1) seeks to know about students' type of intelligence according to MI theory. (Q2) aims to know about kind of activities that students do in their free time. (Q3) asked for TV program preferred by students. (Q4) looking for favorite role for students to act in the role play .the next question (Q5) tends to know about the desired working ways for students and finally, (Q6) seeks information about preferred genre of activities for students.

2.4. Students' Questionnaire Analysis

Item 1: Students' Age Distribution

| Options | Number | Percentage |
|--------------|--------|------------|
| 20-21 | 24 | 60 % |
| 22-23 | 7 | 17.5% |
| 24-25 | 5 | 12.5% |
| No answer | 4 | 10% |
| Total | 40 | 100% |

Table3: Students' Age Distribution

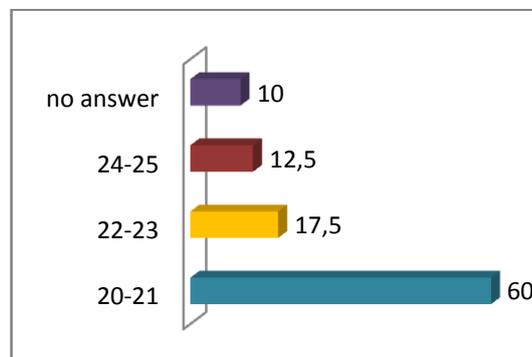


Figure4: Students' Age Distribution

The table above represents students' age which ranges from 20 to 25 years old. Therefore, answers are predicted to be different according to student's differences in experience, background, and needs.

It is remarked that 60% of the sample's age is between 20 and 21 years old, while 17.5% is 22 to 23 years old. 12.5% of the sample is 24/25 years old.

Item 2 : Students' Gender Distribution

| options | Responses | percentage |
|---------|-----------|------------|
| male | 14 | 35% |
| female | 26 | 65% |
| total | 40 | 100% |

Table4: Gender Distribution

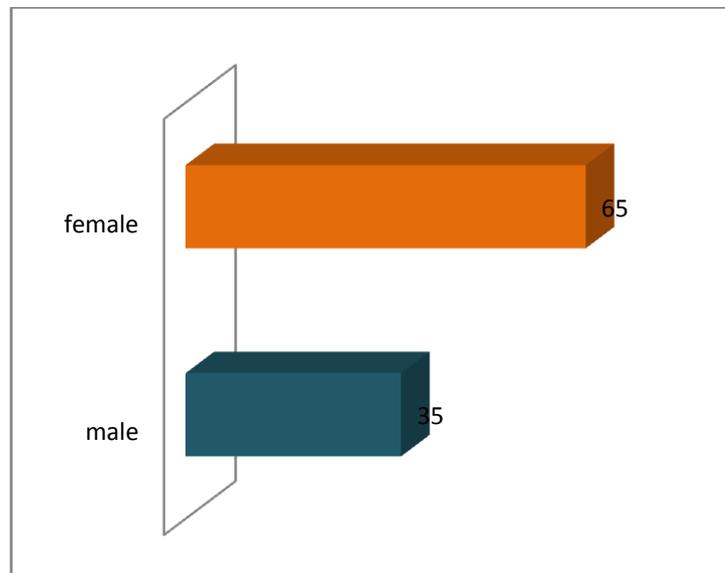


Figure5: Gender Distribution

Findings represented in the above table reveal that ‘female’ is the dominant gender of the sample. Indeed, 26 (65%) of the participants are females whereas 16 (35%) respondents are males. As it is revealed in many researches that gender can influence students’ participation as it is mentioned in the chapter two" gender" as a contextual influencing factor. It has been cited in journal of Higher Education (2003) that "classroom participation is considered by both females and males students to be one factor related to effective learning...."(sadker&sadker: 1994). Is means that: participation in classroom is related to the gender of the student whether a male or a female is.

Item 3: Student’ Choice to Study English

| option | number | percentage |
|----------|--------|------------|
| personal | 34 | 85% |
| imposed | 2 | 5% |
| advised | 4 | 10% |
| total | 40 | 100% |

Table 5: Student’ Choice to Study English

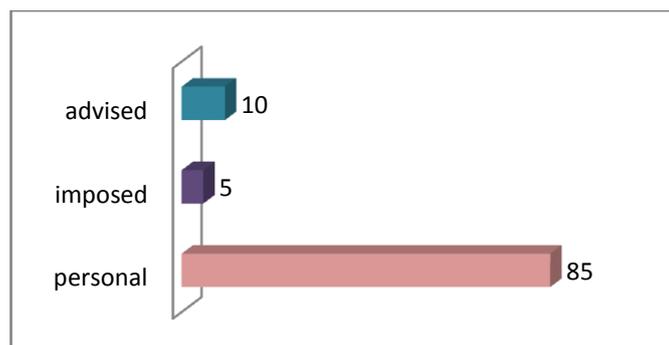


Figure6: Students’ Choice to Study English

The table above represents sample’s choice of English as a branch to study in university. It can be noticed that 34 (85%) students have chosen the English branch as a

personal choice. In fact, the freedom of choosing freely what we like to study creates high motivation and positive attitudes toward learning English; consequently, the participation would be enhanced. Two students (5%) confessed that they have been imposed their choice (from parents or the administration). Furthermore, results indicate that 4 (10%) students were advised to choose English as a branch to study.

Item 4: Students' Level of Oral Performance

| options | number | percentage |
|----------------|--------|------------|
| High | 11 | 27.5% |
| Average | 26 | 65% |
| Poor | 3 | 7.5% |
| Total | 40 | 100% |

Table6: Students' Level of Oral Performance

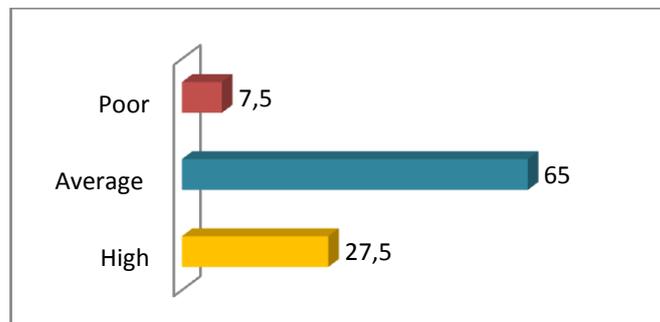


Figure7: Students' Level of Oral Performance

In this question, students were asked to evaluate their own speaking ability in the language class. As it is noticed, the majority of students (65%) believe that their level is 'average', while (27.5%) describe their level as 'high'. The rest of students (3) revealed to have a poor level (7.5%).these results have an impact on students' motivation of learning because most of students level is high, so they are motivated to learn .the relation between

level and motivation is proportional, student are motivated to learn their level would be higher than de-motivated student

Item 5: Students’ Ranking of Skills in Terms of Difficulty

| options | 1 | % | 2 | % | 3 | % | 4 | % | percentage |
|--------------|----|-----|----|-------|----|-------|----|-------|------------|
| speaking | 14 | 35% | 14 | 35% | 6 | 15% | 6 | 15% | 100% |
| reading | 2 | 5% | 11 | 27.5% | 14 | 35% | 13 | 32.5% | 100% |
| writing | 10 | 25% | 5 | 12.5% | 11 | 27.5% | 14 | 35% | 100% |
| listening | 14 | 35% | 10 | 25% | 9 | 22,5% | 7 | 17.5% | 100% |
| Total | 40 | | | | | | | | 100% |

Table7: Students’ Ranking of Skills in Terms of Difficulty

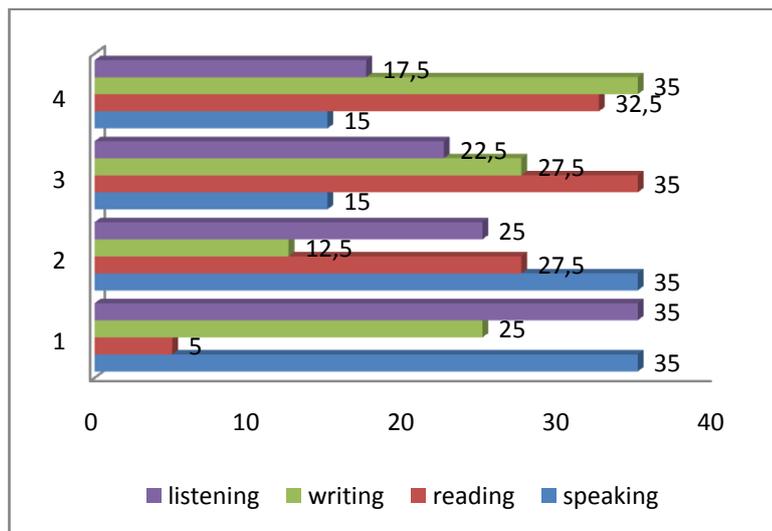


Figure8: Students’ Ranking of Skills in Terms of Difficulty

This table indicates that students ranked differently the language skills in terms of difficulty. The two higher difficult skills are speaking (35%) and listening (35%) and these two are considered as communicative skills. Both of them needed to be enhanced by students to speak the language fluently

Item 6: Students' Opinion about the Oral Use of English

| options | number | Percentage |
|----------|--------|------------|
| agree | 33 | 82.5% |
| disagree | 4 | 10% |
| neutral | 3 | 7.5% |
| total | 40 | 100% |

Table8: Students' Opinion about the Oral Use of English

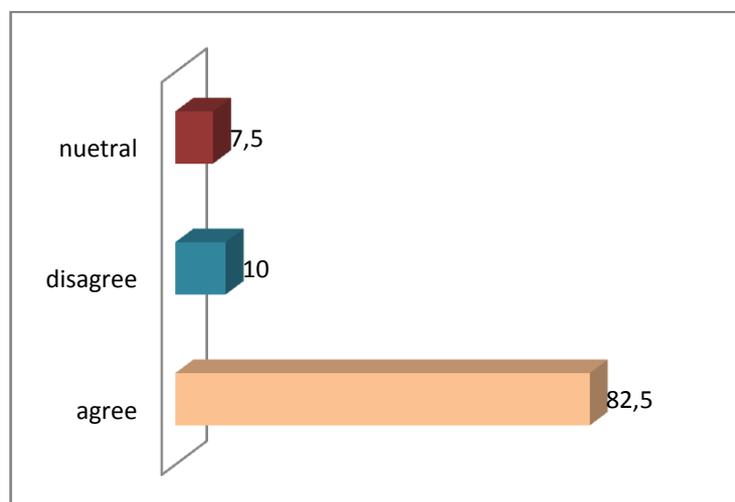


Figure9: Students' Opinion about the Oral Use of English

Students were asked to give their point of view about using English in order to speak it. The above table shows that (82.5%) of the sample agree that the target language is use for oral communicative purposes. (10%) of the sample, however, disagreed with the previous believe, and (7.5%) were neutral. The findings clearly showed that speaking the target language is the first priority for students in using it.

Item 7: Students' Trial to Speak English

| options | number | Percentage |
|--------------|--------|------------|
| Yes | 30 | 75% |
| No | 10 | 25% |
| Total | 40 | 100% |

Table9: Students Trial to Speak English

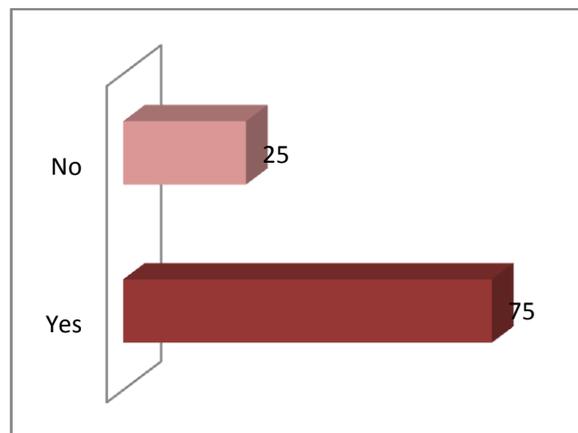


Figure10: Students' Trial to Speak English

According to the previous question, students answered that they need to use English in order to speak it. In this question, we attempted to know if students try to speak the target language. The majority of participants (75%) responded positively whereas the rest (25%) confessed that they do not try to use the language orally.

Item 8: Students' Rate of Participation in Class

| options | number | percentage |
|--------------|--------|------------|
| always | 13 | 43.33% |
| somtimes | 15 | 50% |
| often | 1 | 3.33% |
| rarly | 1 | 3.33% |
| Total | 30 | 100% |

Table10: Students' Rate of Participation in Class

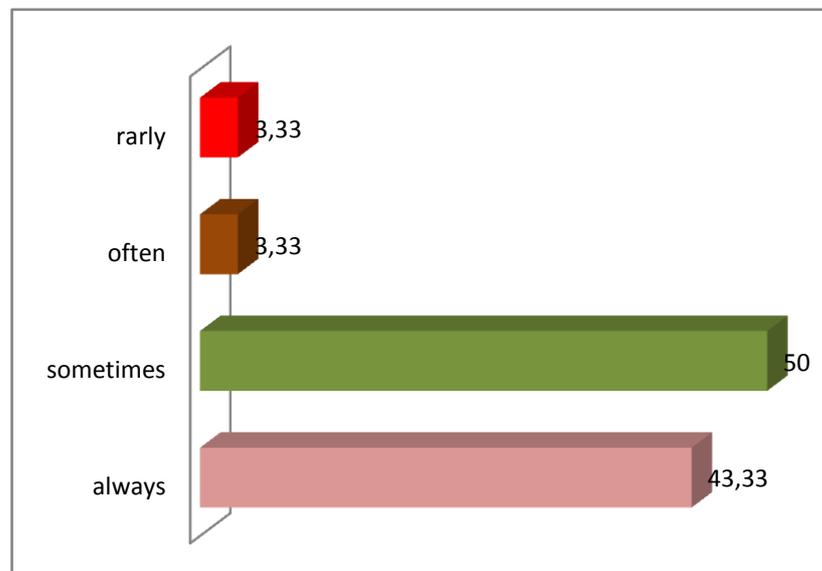


Figure11: Students' Rate of Participation in Class

This question is related to the previous one as it concerns those students who revealed to use English. It seeks to know how much they use the TL in class. (43.33%) of the participants reported that they 'always' participate in class, (50%) answered that they 'somtimes' participate whereas the other students 'often' or 'rarely' participate. and this indicates that more than the half of student have no problem in participation.

Item 8: Reasons Preventing Students from Speaking

| options | number | percentage |
|-------------------------|--------|------------|
| shyness | 3 | 30% |
| Fear of making mistakes | 4 | 40% |
| Lack of vocabulary | 1 | 10% |
| Lack of confidence | 0 | 0% |
| Critics/ feedback | 0 | 0% |
| Others | 2 | 20% |
| Total | 10 | 100% |

Table11: Reasons Preventing Students from Speaking

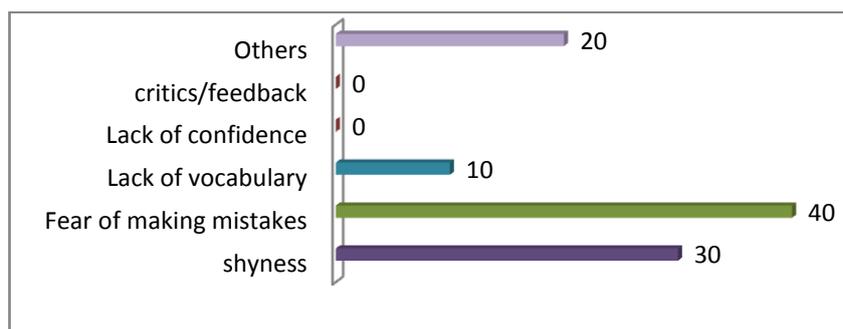


Figure12: Reasons Preventing Students from Speaking

This question concerns those 10 students who denied their participation in class and attempts to identify the reasons behind this problem. "Shyness" was the first cause for students' reluctance to participate. (40%) of the questioned participants are afraid to make mistakes, (10%) suffer from "Lack of vocabulary". The rest of participants added other reasons like sickness or demotivation. Social psychological research has revealed much about how these factors impact academic achievement, and the role of the teacher is to decrease it. Schwartz (2005) acknowledged that difficulties such as fear of making

mistakes, anxiety ,shyness, lack of motivation ,lack of self confidence ,and lack of interest in the subject commonly hinder students to participate.

Item 10: Students' Like of Oral Expression Session.

| options | number | percentage |
|--------------|--------|------------|
| yes | 37 | 92.5% |
| no | 3 | 7.5% |
| Total | 40 | 100% |

Table12: Students' Like of Oral Expression Session.

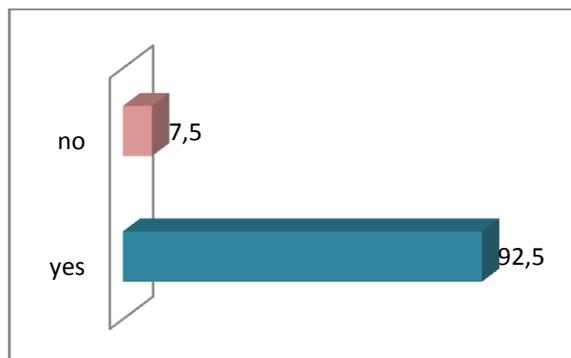


Figure13: Students' Like of Oral Expression Session.

The table above shows that the majority (92.5%) of students like their oral expression session while only (7.5%) of them do not. This indicates that students are motivated to attend the oral expression session the thing that will positively influence their participation, efforts and achievement.

Item 11: Students' Opinion about the Oral Class Atmosphere

| options | number | Percentage |
|----------|--------|------------|
| fearful | 2 | 5% |
| friendly | 35 | 87.5% |
| neutral | 3 | 7.5% |
| total | 40 | 100% |

Table13: Students' Opinion about the Oral Class Atmosphere

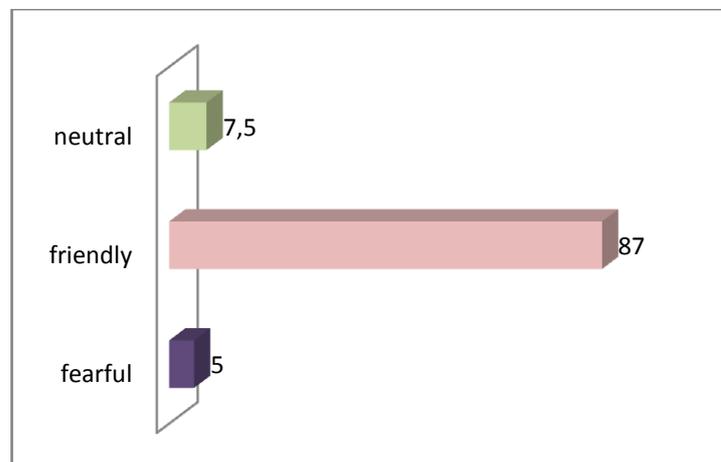


Figure14: Students' Opinion about the Oral Class Atmosphere

Research indicates that learning in a relaxed and friendly atmosphere achieves cooperation and grows understanding (Kilppel, 2011). Based on this assumption, this question attempts to identify the type of atmosphere where students study speaking.

The table shows that the majority (87%) of students reported that the atmosphere that their oral expression teacher creates is friendly. This is a good indicator of students' comfort and relaxation in class. Therefore, students are expected to participate confidently and to interact freely with the teacher and their classmates. (5%) of the sample, however, revealed that the atmosphere where they learn is fearful. These students are expected to be

reluctant to engage in speaking activities and to have a negative attitude towards their Oral Expression teacher.

Item 12: Opportunities of Students' Participation

| options | number | percentage |
|-----------|--------|------------|
| always | 27 | 67.5% |
| sometimes | 13 | 32.5% |
| never | 0 | 0% |
| total | 40 | 100% |

Table14: Opportunities of Students' Participation

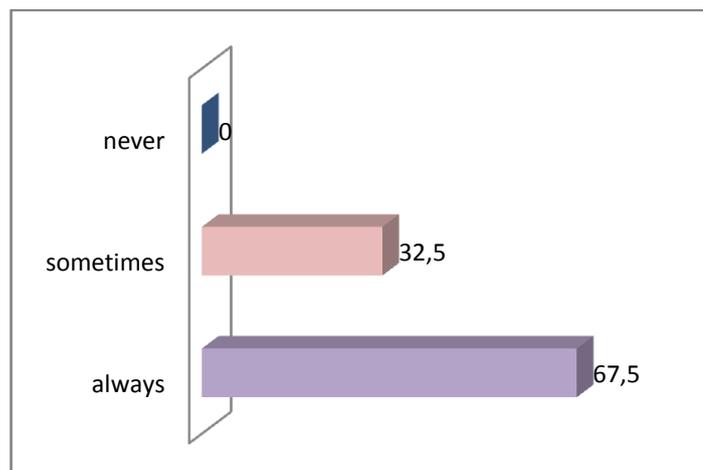


Figure15: Opportunities of Students' Participation

The findings indicate that the majority of participants (67.5%) have answered that they always participate in classroom activities. This indicates a high motivation and self-esteem. (32.5%) of the sample reported to “sometimes” engage in oral activities. David .R. Olson (2003:60) stated that "teachers role is to help students recognize their

responsibilities and meet them with, so far as possible" .It means that teachers role is to make student feel of responsibility in the class by encouraging them to participate.

Item 13: Identifying Students' Type of Intelligence

| options | N° | % |
|---|-----------|----------|
| a- I feel comfortable working with language and words | 8 | 20% |
| b-I work best in an organized work area | 3 | 7.5% |
| c-I can picture scenes in my head when I remember things | 5 | 12.5% |
| d- Pollution makes me angry | 3 | 7.5% |
| e-I understand best by doing | 8 | 20% |
| f-I know myself well | 2 | 5% |
| g-I can remember pieces of music easily | 3 | 7.5% |
| h-I work best when interacting with people. | 3 | 7.5% |
| i- I like to think about issues like life and death, religion and beauty | 5 | 12.5% |
| total | 40 | 100% |

Table15: Identifying Students' Type of Intelligence

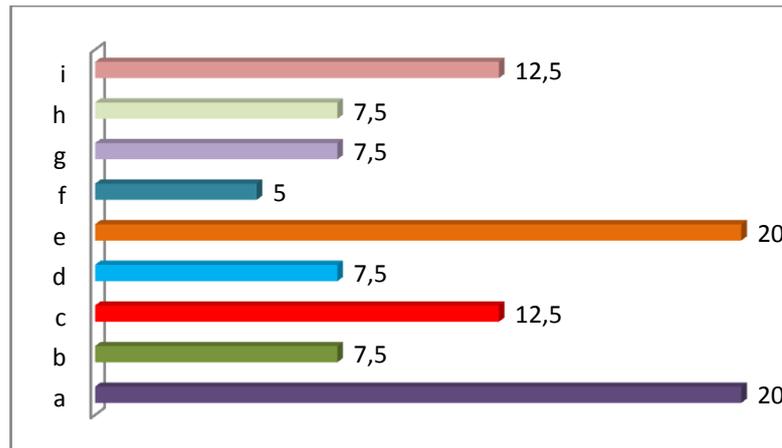


Figure16: Identifying Students' Type of Intelligence

The aim of this question is to know the type of intelligence of students. In this question, participants were asked to choose the statement that represents them most. Each statement was a definition of each type of intelligence according to Gardner's Theory. 20% of students have a linguistic intelligence as they are comfortable working with words, furthermore, 7.5% of students have a logical intelligences as they argued that they work better in an organized area. In addition,12.5% of them have spatial intelligence since they can picture scenes in their head when they want to remember things.also,7.5% of the sample are naturalist because pollution makes them angry,and20% of them are bodily-kinesthetic, they understand better by doing. 5% of students know themselves, so they are related to intrapersonal intelligences. Musical intelligence students are 7.5 %, they can remember pieces of music easily. Students with interpersonal intelligence 7.5% too, they are social .finally, since the rest 12.5% of students like to think about life and death, religion and beauty, they have existential intelligence.

Item 14: Students' activities in their Free Time

| Options | number | percentage |
|------------------------------------|-----------|-------------|
| Listen to music | 18 | 45% |
| Go to parties | 2 | 5% |
| Participate sport | 6 | 15% |
| Spend time alone | 9 | 22.5 |
| Listen to music+ Spend time alone | 3 | 7.5% |
| Go to parties+ Participate sport | 1 | 2.5% |
| Listen to music+ Participate sport | 1 | 2.5% |
| total | 40 | 100% |

Table16: Students' activities in their Free Time

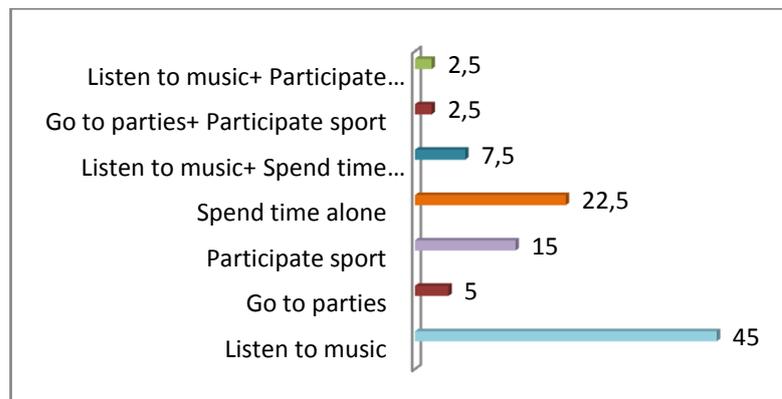


Figure17: Student's Free Time

This question seeks to know what kind of intelligence students try to develop in their free time according to what they like to do. The majority of respondents (45%) like to spend their free time listening music. So, they develop a musical intelligence. (5%) of participants like to go to parties (interpersonal intelligence). (15%) of students are Bodily-Kinesthetic as they like practicing sport. Moreover, (22.5%) of students like to spend time alone (interpersonal intelligence).The other answers concern students who selected two

activities. The importance of identifying students intelligence is as Amy C Brualdi (1996) claimed " the theory of Multiple Intelligences implies that educators should recognize and teach to broader range of talents and skills" in another word ,teacher should take into account all of the intelligences to engage most of the students.

Item 15: Type of TV Program Students Watch

| options | number | Percentage |
|---|-----------|-------------|
| Science program | 3 | 7.5% |
| Nature program | 7 | 17.5% |
| Design and style | 6 | 15% |
| Talk shows | 18 | 45% |
| Design and style+ Talk shows | 1 | 2.5% |
| Design and style+ Nature program | 1 | 2.5% |
| Nature program+ Talk shows | 2 | 12.5 |
| Science program +Nature program | 1 | 2.5% |
| Science program +Nature program+ Talk shows | 1 | 2.5% |
| Total | 40 | 100% |

Table17: Type of TV Program Students Watch

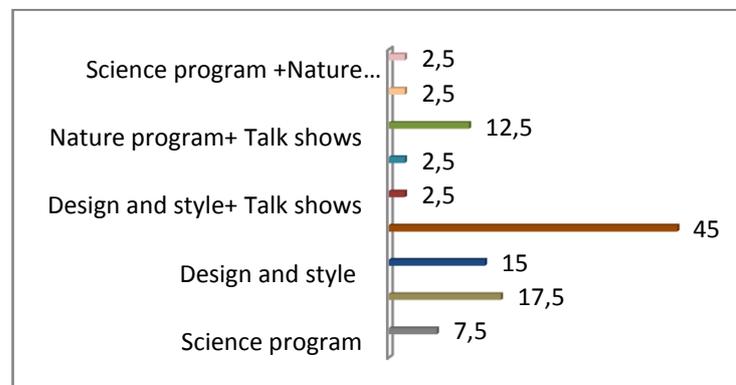


Figure18: Type of TV Program Students Watch

As it is shown in the figure, only (7.5%) of students reported that they prefer scientific program. Moreover, (17.5%) answered that they like nature program, (15%) opted for design and style TV program, (45%) like talk TV shows. The other respondents, however, chose more than one option and combined between two different TV programs.

The findings reveal that students have varied preferences and interests in their free time which are certainly compatible with their likes and styles in learning the target language.

Item 16: Students' Selection of a Role to Perform in a Role Play

| options | number | percentage |
|-----------------------|---------------|-------------------|
| Writing script | 8 | 20% |
| directing | 1 | 2.5% |
| managing | 5 | 12.5% |
| acting | 26 | 65% |
| Total | 40 | 100% |

Table18: Students' Selection of a Role to Perform in a Role Play

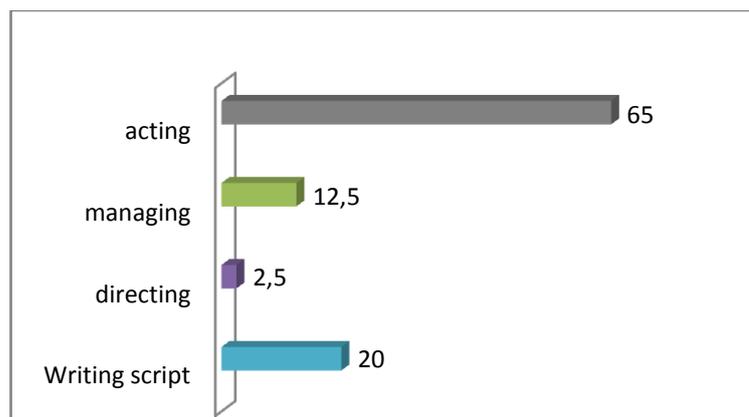


Figure19: Students' Selection of a Role to Perform in a Role Play

This question aims to confirm students' type of intelligence by asking them about the role they would like to have in a role play. The answers obtained show that the most of students 65% prefer acting in the role play, the next section of them 20% like writing script as a role. Students who choose managing roles are 12.5%, and only 2.5% of them prefer directing the role.

Item 17: Students' Preference in the Way of Study

| options | number | percentage |
|------------------|--------|------------|
| individual | 20 | 50% |
| pairs | 12 | 30% |
| groups | 6 | 15% |
| Individual+pairs | 2 | 5% |
| Total | 40 | 100% |

Table19: Students' Preference in the Way of Study

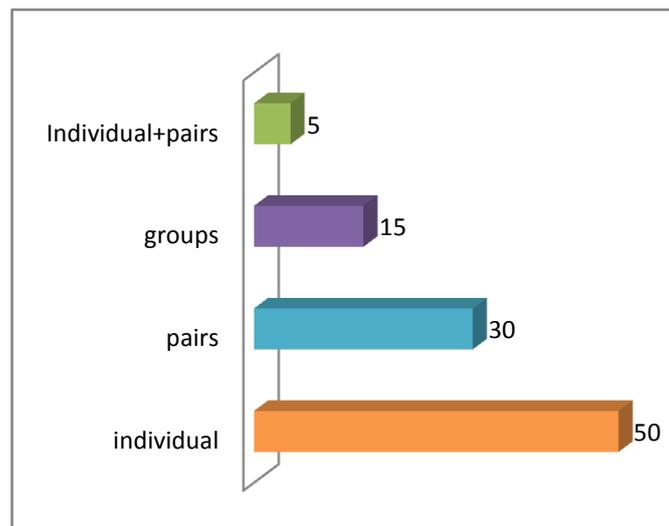


Figure20: Students' Preference in the Way of Study

The table reveals that the substantial majority of students (50%) prefer to work on activities individually. (30%) of the sample, however, prefers pair work, and (15%) of students like to work in groups. A small number of students (5%) confessed that they prefer to work individually or in pair according to the task given. Teacher role is to manage the class and organize students in groups, pairs or individually according to the activities' aim.

Item 18: Students' Preferences of Speaking Activities

| options | number | Percentage |
|---|--------|------------|
| Discussion/ conversation | 20 | 50% |
| Communication games | 4 | 10% |
| Role play | 9 | 22.5% |
| Interview/ dialogues | 5 | 12.5% |
| Discussion+ role play | 1 | 2.5% |
| Discussion + communication games | 1 | 2.5% |
| Total | 40 | 100% |

Table20: Students' Preferences of Speaking Activities



Figure21: Students' Preferences of Speaking Activities

The present item is intended to ask students about the most communicative activity they prefer to do in the oral class. As it is revealed in the table above, Discussion/conversation is the most speaking activity that students prefer. They represent (50%) of the whole sample. (22.5%) of the sample opted for role play, and (12%) chose Interview/dialogues as their favorite speaking activity. (10%) of participants designated more than one activity by choosing, for example, communication games, discussion and role play together.

These findings reveal the variety in students' likes and preferences and came to confirm students' preferences in working alone, in pairs, or in groups (stated in the previous question) as the suggested activities require different grouping methods.

2.5. Discussion of Results.

On the basis of the students' questionnaire analysis, we noted: first, a diversity in students' age ranking between 20 to 23 years old (60%); second, the majority of the sample is females with a dominant percentage of (65%); third, students' choice to study English is personal for most of them (85%); their level of oral performance is average (65%). In fact, students revealed to have difficulties in speaking (35%) and listening (35%) as communicative skills. Hence, many students (75%) are convinced that in order to speak English they should use it practically. Another important finding concerns Participation and speaking which were related by (50%) of the sample which see participation is done through speaking. Moreover, students pointed to some factors that prevent them from speaking. They are shyness, fear of making mistakes, and lack of vocabulary. On the other hand, the preference for the oral expression was set at (92,5%). Indeed, students reported to like the module because of the friendly atmosphere their teacher creates. Furthermore, students stated that they are given opportunities to participate in class through a wide range of speaking activities. Students' selection of

these activities, the way of studying as well as hobbies revealed students' intelligence types which vary from one to another. (20%) are linguistic, (7.5%) are logical, (12.5%) are spatial, (7.5%) are bodily–kinesthetic, (5%) are intrapersonal, (7.5%) are musical, (7.5%) are interpersonal, and (12.5%) are existential.

3. Teachers Interview

3.1. Aim of the Interview

The purpose of this interview is first to collect information about oral expression teachers and their point of view about their second year LMD students. The second purpose is to have a clear idea about how multiple intelligences influence the level of students' participation or classroom contribution. Also, it is to know teachers' awareness and background about multiple intelligences.

This interview serves as a second data gathering tool, but it plays a major role with the questionnaire to achieve a better understanding of results and a wider view of the topic matters.

3.2. Administration of the Interview

This interview was addressed to teachers of English at Biskra University during the academic year 2015-2016. Eight (8) teachers of oral expression have been chosen randomly as they are more concerned with teaching the speaking skill. Indeed, the focus of this research is put on classroom lack of participation, what are the direct reasons related to this problem, and how can teachers deal with it. This interview took nearly 30 minutes of their time (for each teacher), and the researcher faced some difficulties with few teachers who did not give complete answers.

3.3. Description of the Interview

The interview has been designed for Mohammed Kheider Biskra University teachers of English of the academic year 2015-2016. It contains 14 questions designed according to specific aims and purposes. The interview contains first questions about teachers' years of experience teaching English .second, questions about teachers' perception of their learners' EFL participation and speaking skill. Then , questions about the Multiple Intelligences theory, to know to what extent higher education teachers are aware about MI and also , to check whether they think that MI activities helpful EFL learners overcome their participation difficulties or not. We conclude the interview by asking them to add any comment or suggestions they know it would be useful for the research.

3.4. Analysis of Results

In the following analysis, questions and answers are discussed independently and in details.

Question 1: How many years have you been teaching English in university?

- **Teacher 01:** 14 years
- **Teacher 02 :**10 years
- **Teacher 03 :**10 years
- **Teacher 04 :**10 years
- **Teacher 05 :** 08 years
- **Teacher 06 :** 06 years
- **Teacher 07 :** 05 years
- **Teacher 08 :** 02 years

According to the answers obtained, the eight teachers constituting the sample do not share the same amount of experience in teaching English. This fact can help in gaining different perspectives and opinions from each one.

Question 2: How many years have you been teaching oral expression?

- **Teacher 01:** 10 years
- **Teacher 02 :**08 years
- **Teacher 03 :**09 years
- **Teacher 04 :**04 years
- **Teacher 05 :** 02 years
- **Teacher 06 :** 05years
- **Teacher 07 :** 00 years
- **Teacher 08:** 02 years

Most of teachers had an experience of teaching oral expression for a period at least two years (except one teacher); and it is a period that enables them to evaluate their students' level of participation when performing orally.

Question 3 and 4: What modules you are teaching? / What other modules have you already taught?

The modules that teachers are actually teaching or have taught before are a right predictor in understanding their interaction with students. Indeed, teachers in oral session can face several psychological factors when dealing with student such as anxiety, shyness, lack of self-esteem, etc.

- **Teacher 01:** written expression, didactics, grammar, oral expression and phonetics.
- **Teacher 02:** oral expression, written expression, didactics, English for specific purposes, and culture of language.

- **Teacher 03:** oral and written expression, culture, phonetics ,and theme and version
- **Teacher 04 :**written expression, research methodology ,British civilization and grammar
- **Teacher 05:** English module at high school, oral expression and written expression.
- **Teacher 06:** oral and written expression, grammar and theme and version.
- **Teacher 07:** grammar, culture of language, psycho- pedagogy, and phonetics.
- **Teacher 08:** culture of language, oral expression.

It is observed that teachers share similarities in modules they teach or taught; modules such as oral expression. As it is mentioned earlier, the oral expression module indicates students' level of participation and their oral use of the target language. Therefore, teachers can easily detect the deficiencies and the lacks that students suffer from and try to find solutions accordingly. The rest of modules can as well detect psychological, multiple intelligences (talents), but at a priority they indicate the linguistic and academic level of students, and level of participation in classroom. Therefore, we shall have a profound and deep insight on both aspects and their relation to multiple intelligences theory.

Question 5: Do you follow any specific program in teaching oral expression? What are objectives of this program?

This question is important since it provides valuable information about different programs that teachers use to enhance class participation, which is a major element in the teaching operation and an indicator of students' level. Teachers answered as follow:

- **Teacher 01:** no, I am generally eclectic and depend on the lesson itself and its objectives.

• **Teacher 02:** no specific program is followed .I set general objectives for the course. The main is to help students develop their accuracy and fluency.

• **Teacher 03:** yes, (a personal program) .develop students speaking performance, enhance learners' accuracy and motivation to put the learners' in the real context of the language.

• **Teacher 04:** yes, promoting speaking skills.

• **Teacher 05:** to enable the students to express themselves in any situation they are in.

• **Teacher 06:** Yes, I do follow a planned program that focuses on specific tasks and topics however; this program is not something fixed: I can add, change, or remove things according to students' needs and difficulties). The purpose is to develop students' skills namely listening, speaking and reading. In fact the program includes different activities (based on interesting topics to motivate students). Each activity comprises several steps. The overall purposes are to engage students in conversations, to encourage cooperative learning, to make them overcome their anxiety, to introduce them to cultural dimensions, to make them in touch to authentic materials.

• **Teacher 07:** objectives: let learners use the language in and outside the classroom.

• **Teacher 08:** an eclectic approach, it depends on the level that I teach and to the students' abilities and needs. The objective is to widen their vocabulary and develop their communicative competency

From teachers' answers, we remark that the majority of teachers do not follow a specific program, but their objectives are put according to their students' needs and abilities. Therefore, teachers are eclectic in their teaching way or in making some changes in their program to make it suitable to their students. As the role of teacher is to take into

account all the members of the class needs, the eclectic approach is compatible with the multiple intelligences theory in its diversity of activities that suits all kind of personalities. Also, teachers share common objectives which is trying to develop students' participation and speaking proficiency.

Question6: In general, how do you evaluate your students' level of speaking proficiency in your oral expression class?

- **Teacher 1:** good in general.
- **Teacher 02:** it varies from one student to another, few are excellent, some are acceptable, and others are weak.
- **Teacher 03:** their level is described to be low.
- **Teacher 04 :**average
- **Teacher 06:** for the majority of students, they have an average level. However, there are few very good students.
- **Teacher 08:** in general, it is good. Although groups do not have the same enthusiasm about the learning process itself, the general level of 3 groups that I teach seems promising.

All teachers agreed that the level of their students when performing orally is average. However, there are also teachers who reported that their students' level varies from one to another: few have an excellent, acceptable, or weak level.

Question7: Do you give opportunities to your students to participate? How?

- **Teacher 01:** Yes. By Choosing topics that interest them so they can talk about and activities that allow them to talk more than the teacher
- **Teacher 02 :**yes I do ,I let them predict the subject, I ask them questions and I ask them to make reactions and reflection in pair or groups

- **Teacher 03** :yes ,by presenting the instruction and let them free to react and express themselves
- **Teacher 04**: yes, always by involving them in a variety of activities: individual, pair and group works.
- **Teacher 05** : yes ,through pair work tasks(dialogues), group work (plays) and individual participation
- **Teacher 06**: Yes, I do. The problem in fact, in general, is that many students refuse to participate because of some reasons like shyness, lack of vocabulary, fear of making mistakes, etc; therefore, the teacher has to force them to speak. Opportunities are given by choosing interesting topics (sometimes chosen by students themselves) with which students can find something to talk about. Also, by using games, workshops, role plays where students work together (cooperatively), so they are more at their ease and will interact/participate more.
- **Teacher 07**: yes, participation is a key to enhance learners developing the oral performance in the way that they feel free to express themselves.
- **Teacher 08**: Absolutely, asking individual question, designing discussion, groups that help students to work in pairs then report their views. Even vocabulary sessions helps them to share their own understanding of some concepts and items.

This question helps to know how teachers deal with second year LMD students. All teachers revealed that they do give opportunities to their students to participate through the use of different techniques and strategies.

Question8: What obstacles prevent your students from speaking during oral expression session?

This question seeks information about the possible problems that face second year LMD students when they come participate in class.

- **Teacher 01:** Shyness / lack of information and culture / lack of vocabulary
- **Teacher 02:** Lack of language competence such as lack of vocabulary and deficiency in grammar.
- **Teacher03:** Fear of making mistakes, fear of a negative feedback (teacher/classmates), lack of vocabulary and not familiar with the topic.
- **Teacher 04 :**vocabulary misuse or ignorance ,grammar misuse ,pronunciation and mainly shyness and self-esteem
- **Teacher 05 :** fearing mistakes, shyness, lack of vocabulary ,no ideas
- **Teacher 06:** shyness/anxiety, fear of making mistakes and receiving negative feedback from the teacher or mates, lack of vocabulary (students cannot make full sentences or keep repeating the same words when they speak). Interference of Arabic and French (students have tendency to think in their mother tongue then translate their thoughts in English; the results sound faulty).
- **Teacher 07:** Shyness, vocabulary shortage, and crowded classes.
- **Teacher 08:** Lack of vocabulary, shyness and fear from being exposed to their peers criticism, fear of making mistakes, lack of motivation , and size of the class itself

These problems that teachers pointed to are very much similar to those we have been trying to uncover and to find solutions to.

Question9: What speaking activities do you use in your oral expression class?

After pointing to the difficulties that face second students in general, this question aims to gather information about different activities used by teachers to improve oral

participation. The majority of teachers agreed on the same activities. All types are used depending on the students' level and needs.

- **Teacher 01:** Quizzes- videos- debates- crosswords- presentations-role plays- gap filling- games- story telling.
- **Teacher 02 :** discussion, role plays, video viewing, listening comprehension and presentation
- **Teacher 03:** role plays, stories, real life problem solving activities and free discussion.
- **Teacher 04:** all the type is used; they depend on the level of students.
- **Teacher 05:** dialogues, plays, topic discussion, games.
- **Teacher 06:** classroom discussion: a topic (chosen by the teacher or the students) is discussed by all the class, reading comprehension, communication games, story- telling, role plays, songs.
- **Teacher 07:** open discussion, role playing, and topic presentation.
- **Teacher 08:** oral presentation, vocabulary sessions, reading activities, language games, discussion sessions, songs poems, idioms and proverbs, short stories.

Question10: There is no doubt that you are now acknowledged that "Intelligence" is a diverse, dynamic and distinct concept. In this aspect, have you even come across to the notion of "multiple intelligences"? What do you know about it?

- **Teacher 01:** Yes. A theory presented By Gardner. He classified it to eight kinds.
- **Teacher 02 :** the use of different types of intelligence as cognitive, social, and emotional intelligence
- **Teacher 05 :** nothing

• **Teacher 06:** Yes, I have already come across this concept. "Multiple intelligences" is a term used to designate that it exists many kinds of intelligence and that not all people think the same way. As an educator, it is a very important aspect in the teaching process because the information provided is not grasped the same way by all students, so the teacher has first to consider his learners differences (needs, styles, strategies) and then to vary his method and techniques according to these differences. More precisely, Multiple Intelligence is a theory set by Gardner who shows intelligence as a broad idea and that it exists eight types of intelligence which can be measured to get the IQ.

• **Teacher 07:** yes, but it is difficult to detect it with students different culturally because it is an academic environment.

• **Teacher 08:** of course, it is important theory that had emerged only in the 1980s. It has contributed largely in the development of the psycho pedagogy, it has many types.

The answers of this question helped us to have better understanding on the situation of multiple intelligences theory in higher education. This question aims to know about teachers' perspectives and knowledge of this theory. Also, it can be a step to get them think about it.

As it is noticed from the teachers' answers, they do not differentiate between this theory and the emotional theory, or the idea about this theory is very vague (most of them do not know it exactly). This result indicates that higher education teachers do not grasp well this notion.

Question 11: Do you think that it is important to apply the multiple intelligences theory in your second year LMD classroom to enhance your students' participation? How this can be achieved?

This question is the core of this research. This question seeks to know to what extent teachers use this theory to enhance the classroom participation. It is noticed that teachers use effective tips to enhance their class participation.

- **Teacher 01:** Yes. First, the teacher should identify his students' intelligence (which modality) then make them aware of its kind, then try to cultivate it through tasks.
- **Teacher 02:** Yes, learners are using different types of intelligence in class according to their personality and cognitive abilities. It can be achieved by varying the tasks and ways of grouping students.
- **Teacher 04:** In the case of our students, we just need to be eclectic in our lesson plans because we face multi-leveled classes with large groups.
- **Teacher 05 :** I do not know
- **Teacher 06:** Yes, it is. As an educator, it is useful to think about the different ways that information can be presented because learners think in different ways and use different methods to evaluate this information and find appropriate solutions. To begin, the teacher should reflect on a concept that he wants to teach and identifies the intelligences that seem most appropriate for communicating the content. Many teachers ask students to select the ways they would like to learn. This way, students feel comfortable knowing that their teacher is attentive to their likes and wants, so they will speak/ participate easily and confidently. Once the types of intelligence in class have been identified, the activity is presented (in different modes) so that all students can answer the way they're able to. However, this process is time consuming and tiring for the teachers.
- **Teacher 07:** No information cause I did not experience it before.

- **Teacher 08:** It is important since each type tries to develop one aspect of student's learning process.

Question 12: How can this theory be useful to enrich the participation and communication to develop students' abilities?

- **Teacher 01:** This theory can be successful throughout using a diversity of tasks and activities to cultivate different modalities or types of intelligences a learner has.
- **Teacher 02:** if it is well-used, students will have similar chances of participation according to their preferences and ways of thinking.
- **Teacher 03:** no answer
- **Teacher 04:** It can be useful.
- **Teacher 05:** I do not know.
- **Teacher 06:** Although all students can learn, they process and absorb new information differently. Learning-style elements and intelligence kinds affect students' motivation and achievement: They will feel more engaged and competent and therefore more efficient in learning. Students may perform poorly in a given subject not because they cannot learn but because the strategy used to teach them was inconsistent with their learning styles or kind of intelligence. So, the curriculum should be better balanced in order to reflect a wider range of intelligences. In fact, multiple intelligence theory has been proposed to consider new training methods and cope with different situations where students react differently about information or any activity.
- **Teacher07:** no answer

• **Teacher 08:** If the teacher is aware enough about each type of this theory, the task of raising the students' participation will be easier to him and even the achievement scale will be better.

Teachers who replied that they know this theory stated that multiple intelligence theory could be useful for them to enrich the participation and communication and to develop students' abilities. And those teachers, who did not know this theory, said it could be useful after a better explanation of it.

Question13: Do you agree that this theory is successful to increase your teaching skills?

This question aims to know teachers' point of views about applying the MIT on their teaching process.

- **Teacher 01:** Yes, I do.
- **Teacher 02:** yes, I agree.
- **Teacher 03:** yes, it is.
- **Teacher 04:** I disagree.
- **Teacher 05 :** I do not know
- **Teacher 06:** Yes, because it increases the creativity of teachers in developing new/ different teaching strategies and original techniques, but it is really challenging and requires from the teacher adaptability, experience, and a wide knowledge about the theory. Moreover, Gardner summarizes his approach with three recommendations for educators: individualize the teaching style (to suit the most effective method for each student), pluralize the teaching (teach important materials in multiple ways), and avoid the term "styles" ("It will confuse others and it won't help either you or your students.")

• **Teacher 07:** I think yes, since it gives best conditions: (psychologically/ methodologically and motivational.)

• **Teacher 08:** I agree.

The obtained results show that teachers were positive in responding to this question: All of them think that this theory could be useful to enhance their teaching skills except one teacher who disagreed about the stated assumption.

Question14: For any further comments, suggestion or opinions regarding this topic, please do not hesitate.

This request was asked to help develop our work, and to benefit from teachers experience by adding some points that we may have neglected to consider in the interview. Only two teachers provided us with comments.

• **Teacher 06 :**It is thought that students can be academically more successful through education based on Multiple Intelligences Theory. Students can be more effective, and more autonomous when using the materials by themselves. They can also speak and discuss freely, learn by seeing and acting, and use their undiscovered intelligence fields. For this reason, in our era where individual differences come into prominence, more importance should be attached to the theory of Multiple Intelligences that can support the students' individuality, and by doing so that can make learning more pleasant.

• **Teacher 08:** I would suggest if this research is experimental, it would be better. Also, this theory may be known by some teachers and they do not use it, and may be they use it without awareness.

Conclusion

All in all, the results revealed in this study concerning integrating multiple intelligences theory in EFL classes to enhance students' participation confirmed our hypothesis. Using two different tools, an interview with teachers and a questionnaire for students, proved that whenever students' participation is poor, the MIT activities will enrich it. This chapter has analyzed how traditional ways of teaching (linguistic and mathematical) affect negatively students' participation, whereas a more modern method that considers learners' different personalities, ways of thinking, and intelligence types would enhance their interaction and participation and would improve their speaking skill in particular.

Pedagogical Implications

The findings of this study have important implications for both teachers and learners of EFL. The Multiple Intelligences Model has provided opportunities to look for different solutions for passive participation in classroom. Moreover, this study recommends the following:

- The EFL classroom should be divided into groups, and cooperative learning activities should be organized to advance students' improvement.
- Students should be engaged in classroom activities to ameliorate their level.
- Teachers should have knowledge about the MI Theory in order to identify the intelligence profile that each student has to make these latter participate in activities appropriate to their profiles.
- Students can be academically more successful when the MI theory is worked with in class. Indeed, they can be more effective, more autonomous, speak and discuss without restraint, learn by seeing and acting, and use their undiscovered intelligence fields.
- The use of different intelligences in classroom will give opportunities to language learners with different intelligence preferences to speak and participate freely.
- Teachers can use more activities like role play, movement, sport, and physical games in their classes since students with bodily- kinesthetic intelligence need such activities in order to learn more.
- The teachers should know how to use time and the appropriate way of setting in every course in order to get the balance with the learning activities.
- Classroom should be of enough large space with provision of sufficient furniture and light.

- Encouraging EFL departments at Algeria to design their courses and teaching methodologies in accordance with dominant MI among their students.
- Conducting more studies in MI and exploring their relationship with other variables such as students' cognitive styles and learning preferences.

For further research on the relationship between MI and academic achievements, the focus of this study was put on “participation” which is a key element in EFL classroom. This research could be a basic stone for researchers to investigate the relationship between MI and other variables.

General Conclusion

Our present research was concerned with the investigation of integrating the Multiple Intelligences Theory in EFL classes to enhance students' participation. By means of an interview with teachers and a questionnaire for second year LMD students, we investigated the relationship between MI theory and classroom participation. Furthermore, we have taken the responsibility of raising teachers' and students' awareness about the importance of MI and its effect on classroom interaction and skills development. This work focused on the field of education in general and on language teaching and learning in particular.

This dissertation was a sum of three chapters. The first and second chapters were a theoretical background on the MI Theory and classroom participation. In both of them, we tried to give a clear overview about MI theory as well as different concepts related to intelligence. Also, we tried to provide a better understanding of the issue of classroom participation and all the elements that have relationship with. The results that we have come with (in the third chapter) proved that this theory can be used in Algeria English language classrooms. This requires only skillful and effective teachers as well as motivated learners to achieve success.

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APPENDENCIES

Appendix A

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohamed Kheider Biskra
Faculty of Letters and Foreign Languages
Department of Foreign Languages
English Division

Students' Questionnaire

Dear students,

This questionnaire is a part of research work that aims to explore the difficulties facing EFL learners' participation and to investigate the role of multiple intelligences theory to enhance their speaking proficiency.

You are kindly requested to fulfill this questionnaire to express your attitudes and report your experience toward your classroom participation .Hence, your answers are very important for the validity and the reliability of this research.

Please read the questions with awareness, and then answer them by putting a tick ✓ in front of the most appropriate response for you ,and make full statement whenever is essential.

Rihani Djamila

Section One: Background Information

1) Age

2) Gender: a-Male b-Female

3) your choice to study English was :

a- Personal b- Imposed c- Advised

Section Two: EFL Speaking Proficiency and Class Participation

1- Do you describe your oral performance to be

- a- High speaking performance
- b- average speaking performance
- c- Poor speaking performance

2- Use numbers 1 → 4 to rank the following skills in terms of difficulty

- a- Speaking
- c-Reading
- c-Writing
- d-Listening

3- Do you agree that in order to learn the English language you have to speak it?

- a-Agree
- b- Disagree
- c-Neither

4- Do you try to speak English in class?

- a- Yes
- b- No

If yes, how often do you participate in class?

- a- Always
- b- Sometimes
- c- Often
- d- Rarely

If No, is it because of

- a- shyness
- b-fear of making mistakes
- c- Lack of vocabulary
- d-Lack of confidence
- e- critics/ feedback
- f- Others.....

5- Do you like the oral expression session?

- a- Yes
- b-No

6- What type of atmosphere your teacher creates in the oral class?

- a-Fearful
- b-Friendly
- c-Neutral

7- How often the teacher gives you the opportunity to participate?

- a-Always
- b- Sometimes
- c- Never

Section Three: Multiple Intelligences and Classroom Activities

1- Choose the statement that represents you (please choose one)

- a-I feel comfortable working with language and words
- b-I work best in an organized work area
- c-I can picture scenes in my head when I remember things
- d- Pollution makes me angry

- e-I understand best by doing (i.e. touching, moving and interacting)
- f-I know myself well
- g-I can remember pieces of music easily
- h-I work best when interacting with people.
- i- I like to think about issues like life and death, religion and beauty

2- During your free time, you like to:

- a- Listen to music
- b-Go to parties
- c- Participate in sport
- d-Spend time alone

3- What type of TV programs do you usually watch?

- a-Science programs
- b-Nature programs
- c-Design and style programs
- d-Talk shows

4- You've been asked to participate in a role play. What role do you like to perform?

- a- Writing the script
- b-Directing
- c- Managing props, costumes and other recourses
- d - acting

5- Do you like to study :

- a- Individuals
- b-Pairs
- c-Groups

6- What speaking activity do you prefer?

- a - Discussion/ conversation
- c- Role play
- b- Communication games
- d- Interview / dialogues

THANK YOU VERY MUCH

Appendix B

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohamed Kheider Biskra
Faculty of Letters and Foreign Languages
Department of Foreign Languages
English Division

Teachers' Interview

Dear teachers,

The following interview is for a master degree dissertation which aims to explore the benefits of the multiple intelligences theory in enhancing second year students' participation

Your precious contribution in this modest research is mostly appreciated and would be of a great assistance. Please accept in advance our honest thanks and gratitude.

Sincerely yours,

Miss D.Rihani

1) How many years have you been teaching English in university?

.....

2) How many years have you been teaching oral expression?

.....

3) What module(s) are you teaching?

.....

.....

4) What other modules have you already taught?

.....
.....

5) Do you follow any specific program in teaching oral expression? What are the objectives of this program?

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.....

6) In general, how do you evaluate your students' level of speaking proficiency in your oral expression class?

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7) Do you give opportunities to your students to participate? How?

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8) What obstacles prevent your students from speaking during oral expression session?

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9) What speaking activities do you use in your oral expression class?

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10) There is no doubt that you are now acknowledged that "Intelligence" is a diverse, dynamic and distinct concept. In this aspect, have you even come across to the notion of "multiple intelligences"? What do you know about it?

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11) Do you think that it is important to apply the multiple intelligences theory in your second year LMD classroom to enhance your students' participation? How this can be achieved?

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12) How can this theory be useful to enrich the participation and communication to develop students' abilities?

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13) Do you agree that this theory is successful to increase your teaching skills?

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14) For any further comments, suggestion or opinions regarding this topic, please do not hesitate

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Thank you

المخلص

تهدف هذه الدراسة إلى مناقشة مفهوم الذكاء المتعدد و أثره المفيد على المشاركة لطلاب السنة الثانية لغة الانجليزية في جامعة محمد خيضر بسكرة .عموما , من خلال الدراسة سوف نسلط الضوء على التأثير الايجابي له ذه الفرضية ألذي تحققه على مستوى المهني و الحياة الشخصية الأفراد.و تهدف أيضا إلى تقديم نظرة حول النظرية و كيفية تطبيقها في دروس اللغة الانجليزية . و له ذا افترضنا أن إدخال فرضية الذكاء المتعدد في أقسام اللغة الانجليزية ستعزز من مشاركة الطلبة. للوصول لهذا الغرض اعتمدنا في هذا البحث على المنهج الوصفي .قمنا من خلاله بتوزيع 40 استبيان على طلبة الثانية اللغة الانجليزية تم اختيارهم عشوائيا و بالإضافة إلى ذلك قمنا بإجراء مقابلة مع 8 أساتذة من نفس الجامعة.و توصلنا إلى أن إدماج عدة أنواع من التمارين المرتبطة بذكاء الطلبة يمكننا من تعزيز المشاركة داخل القسم و يساعد أساتذة اللغة الانجليزية كلغة ثانية من التحكم على أقسامهم. تم تأكيد فرضية البحث من خلال كل من المعلمين و الطلاب اتفقوا على أن دمج أنواع مختلفة من الأنشطة وفقا لطرق التفكير المختلفة من شأنه أن تكون طريقة فعالة و سوف تعزز من مشاركة الطلاب. هذه الأطروحة حاولت لتقدم لمحة موجزة عن الذكاء المتعدد لدكتور غارندر. و اقترحت الدراسة أيضا تقنيات للمعلمين اللغة الانجليزية كلغة أجنبية لدمج أنواع الذكاء المتعدد في التخطيط للدرس اليومي من اجل الاستخدام العملي في الفصول الدراسية. و هذا بدوره يتيح للطلاب المشاركة و التعلم بطريقة تقوي و تحل مشاكل الفروق الفردية.