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A Suggested Programme Based on Multiple Intelligences Theory for Enhancing Palestinian Ninth Graders' Writing Ability

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بسم الله الرحمن الرحيم

ن والقلم وما يسطرون

صدق الله العظيم

**Nun. By the pen and that which they write
(Quran, Al-Qalam, verse 1)**

Dedication

I would like to dedicate my work to

My father, who sacrifices everything in his life for me and my sisters and brothers

My mother, who has always been supporting, encouraging me and waiting my success

My brother's soul Hassan, who I love and still remains in my memory

My aunt Shefa, who like my mother, waits my success

My brothers, sisters, who have been supporting me

My lovely niece, Lian

My brother in law, Mohammed, who always encourages me to be the best

My teachers and friends, who continue to be my support and my strength

Acknowledgement

Abstract

A Suggested Programme Based on Multiple Intelligences Theory for Enhancing Palestinian Ninth Graders' Writing Ability

This study aimed at investigating the effectiveness of a suggested programme based on Multiple Intelligences (MI) theory for enhancing ninth graders' English writing ability. The targeted skills were six traits writing approach (ideas, organization, voice, word choice, word fluency and conventions). To achieve this aim, the researcher employed a representative sample of 72 EFL female students studying at Rafah Prep 'B' girls' School which is run by UNRWA in the Gaza Strip.

The participants were divided into two equivalent groups: a control group, 37 students, and an experimental one, 35 students .Regarding the instrumentation, an achievement test and weekly quizzes, for the purpose of formative evaluation, were administered. The achievement test was used as a pre test to prove groups equivalence. In addition, it was used as a post test to measure any possible differences between the target groups. The collected data were analyzed and treated statistically through the use of SPSS.

The findings indicated that there were statistically significant differences between both groups, in favour the experimental one, in ideas, organization, voice, word choice, word fluency and conventions due to the programme implemented.

Moreover, implementing the effect size equation, the researcher revealed that the programme had a large effect size in favour the experimental group. In the light of those findings, the study recommended the necessity of implementing MI theory in teaching English writing to make better outcomes in students' English writing achievement. Also, the researcher suggested that further researches should be conducted on the effects of MI theory on different English skills

ملخص الدراسة

" برنامج مقترح قائم على نظرية الذكاوات المتعددة في تحسين القدرة على الكتابة لدى طالبات الصف التاسع في مبحث اللغة الانجليزية "

هدفت الدراسة إلى التحقق من استخدام برنامج مقترح قائم على الذكاوات المتعددة في تحسين القدرة على الكتابة في مادة اللغة الانجليزية لدى طالبات الصف التاسع حيث كانت المهارات المستخدمة متمثلة في نظرية سمات الكتابة الستة الأفكار والتنظيم و التعبير عن الرأي و اختيار الكلمات والطلاقة في استخدام اللغة و قواعد اللغة.

لتحقيق هذا الهدف، طبقت الدراسة على عينة مكونة من 72 طالبة من مدرسة بنات رفح الإعدادية "ب" للاجئات، وقد وزعت العينة على مجموعتين إحداهما ضابطة 37 طالبة ، و الأخرى تجريبية 35 طالبة .

و من أجل جمع البيانات ، استخدمت الدراسة اختبار تحصيلي و اختبارات قصيرة و بطاقة تحليل محتوى .ولقد استخدم الاختبار التحصيلي كاختبار قبلي و ذلك للتحقق من مدى تكافؤ المجموعتين، و استخدم أيضاً كاختبار بعدي و ذلك لقياس أي فروق ذات دلالة إحصائية بين المجموعتين ، أما الاختبارات القصيرة فكانت بمثابة تقويم مرحلي للبرنامج المقترح.

و بعد تحليل النتائج و معالجتها إحصائيا، أظهرت النتائج فروق ذات دلالة إحصائية بين المجموعتين لصالح المجموعة التجريبية و لقد كانت الفروق على جميع المهارات المتضمنة في نظرية في نظرية سمات الكتابة الستة الأفكار والتنظيم و التعبير عن الرأي و اختيار الكلمات والطلاقة في استخدام اللغة و قواعد اللغة

و باستخدام " مربع ايتا" من أجل معرفة مدى أثر البرنامج تبين أن أثر كان عالياً.

وفي ضوء هذه النتائج، أوصت الدراسة على أهمية استخدام برنامج قائم على نظرية الذكاوات المتعددة في تدريس مهارة الكتابة لإعطاء نتائج أفضل في تحصيل الطلاب في مهارة الكتابة . و أيضاً اقترحت الباحثة باستخدام وتفعيل نظرية الذكاوات المتعددة علي مهارات أخرى باللغة الانجليزية.

Table of Content

List of Appendices

List of tables

List of figures

List of abbreviations

Abbrev.	Denotation	Page
MI	Multiple Intelligences.	9
IQ	Intelligence Quotient	9
ELT	English Language Teaching.	9
EFL	English as a foreign language.	9
NWREL	North West Regional Educational Laboratory	9
ME	Ministry of Education	9
UNRWA	United Nations Relief and Work Agency	9
IUG	Islamic University of Gaza	9

Chapter I

Study Background

Introduction

English language plays an important role in everyday situations all over the world. It is a universal language which deals with all aspects of life. It is the language of science, information technology, politics, economics and education. (Hamdona, 2007, p.1). So, it is being taught in all over the world. In addition, It has become a universal language. Keshta (2000, p.1) points that "English is a universal language of communication across countries in the international world of trade, business, communication air transportation and technology". Therefore, teaching and learning English becomes a very important issue and it is a religious duty for Muslims to learn foreign languages in order to know others' thoughts and achievements and to convey Islam by translation.

According to Richard (2001,p.1)," Second and foreign language teaching is considered one of the world's largest education enterprise and millions of children and adults worldwide devote large amounts of time and effort to the task of mastering a new language". Therefore, Ministries of education and educational institutions worldwide do their best to design the best communication curricula that enable their students to use the language skillfully, appropriately and effectively (Haboush 2010, p. 2).

Moreover, writing skill plays a decisive role in shaping students' educational future and it is important to academic achievement. It is one of the most essential language skills that affects all areas of one's life from early school stages to university and may be to a later stage. Therefore, it is important to take care of such a skill because any writing problems like any other problems if not solved, don't vanish over time. Rather, they often persist and become too complicated to be solved. So, it is also observed that English language learners' writing reflect remarkable problems such as awkward content, poor rhetorical organization,

vague style, choppy sentences, redundancy, and most importantly shallow thinking. The researcher assumes that the main reason for such problems is due to the fact that writing in English foreign language(EFL) context is a challenging task (Myles 2002,p.1) across multi-dimensions: cultural, social, linguistic, cognitive, and personal. Furthermore, many researchers have been investigating difficulties facing EFL in writing skill in order to improve the way English is taught. Mourtaga (2004) aimed at investigating writing problems among palestinian student, Abu Shaban(2003) examined the difficulties facing English majors in writing research paper at the Islamic University of Gaza, Abu Shawish (2009) examined the analysis and assessment of Palestinian EFL majors' written English and Mojica (2010) conducted an investigation on self reported problems and actual writing deficiencies of EFL learners in the beginners' level. To improve teaching writing skill, many researchers examined methods to teach writing such as Abu Shaaban (2009) examined the effect of a suggested online programme on developing English majors' awareness and essay writing skill at the Islamic University of Gaza, Abd Al-Raheem (2011) examined the effectiveness of a suggested programme for improving the academic writing skills of English department students at Al Aqsa University in Gaza and Abu Saleem (2010) explored the impact of extensive reading (ER) in English language on students' perceptions of literacy activities in terms of their preferences for these activities, expectations of their abilities and their experiences in writing. Depending on this, the school is considered the best place to teach such skill and solve its potential problems. In addition, the school is considered as a factory that produces excellent writers. So Keneth (2010,p.1) says " good writers are made not born" it is essential to pay attention to the fact that some people still think that writing is simply and merely a linguistics skill since it deals with encoding letters and words.

Armstrong (2003, p.7) defied "the traditional view and emphasized that writing and reading are not simply linguistics act; they involve all of intelligences." Gardner's nine intelligences and many more areas of the brain are involved in literacy acquisition than has previously been assumed by educators working in the field. Thus, this study aimed at examining the effect of using a programme based on multiple intelligences (MI) theory for enhancing students' performance in English writing. Gardner (1983) believes that intelligence is not one type , it is multi "multiple intelligences theory was introduced against the backdrop of traditional- and widely held view of intelligences as unitary trait that can be adequately measured by an IQ test."

Gardner proposed nine intelligences seven of them were introduced in his book "Frames of Mind". These are linguistic intelligence, logical- mathematical intelligence, musical intelligence, bodily kinesthetic intelligence, visual spatial intelligence, interpersonal intelligence and intrapersonal intelligence then he added the eighth and ninth, naturalist intelligence and existential intelligence.

In short, writing is an important skill and it plays a vital role in peoples' life. Although deaf people don't speak and listen to others' speech, they learn how to read and write. So, it is important to tackle some writing ability concerned with six traits writing approaches which consisted of ideas, organization, voice, sentence fluency, word choice and convention. Thus writing is an outcome of integrated visual and cognitive process and it involves activating many areas of brain. As a result, it is significant to activate as many of Gardner's intelligences according to nature of writing lessons in order to achieve effective learning.

2- Statement of the problem

The researcher believes that the problem of the present study springs from students' low achievement in writing as a part of English language achievement test, lack of motivation and weak participation in class. This problem was documented through the researcher's questions to many teachers about writing lessons. The teachers mentioned that they have a lot of difficulties in enhancing students' writing ability in teaching writing as well as other previous studies that proved the difficulties encountering EFL learners in writing such as Mourtaga (2004), Abu Shaban(2003), Abu Shawish (2009) and Mojica (2010) . Hence, it is so important to carry out such a study in order to improve students' writing ability and increase their achievement through using a suggested program based on MI theory.

3- Research questions

The present study proposes the following major question:

- What is the effectiveness of using a suggested programme based on multiple intelligences (MI) theory for enhancing Grade Nine students' English Writing ability?

Form the above mentioned question, the following sub-questions were derived.

1) Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of the experimental group and that of the control one in relation to the 'total post test marks'?

2) Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of the experimental group and that of the control one in relation to ideas in the post test?

3) Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of both groups in relation to organization in the post test?

4) Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of both groups in relation to voice in the post test?

5) Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of both groups in relation to word choice in the post test?

6) Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of both groups in relation to sentence fluency in the post test?

7) Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of both groups in relation to conventions in the post test?

4- Research hypotheses

Based on the questions, the following hypotheses are formulated:

1) There are no statistically significant differences at ($\alpha \leq 0.05$) between the performance of the experimental group and that of the control one in relation to the 'total post test marks'?

2) There are no statistically significant differences at ($\alpha \leq 0.05$) between the performance of the experimental group and that of the control one in relation to ideas in the post test?

3) There are no statistically significant differences at ($\alpha \leq 0.05$) between the performance of both groups in relation to organization in the post test?

4) There are no statistically significant differences at ($\alpha \leq 0.05$) between the performance of both groups in relation to voice in the post test?

5) There are no statistically significant differences at ($\alpha \leq 0.05$) between the performance of both groups in relation to word choice in the post test?

6) There are no statistically significant differences at ($\alpha \leq 0.05$) between the performance of both groups in relation to sentence fluency in the post test?

7) There are no statistically significant differences at ($\alpha \leq 0.05$) between the performance of both groups in relation to conventions in the post test?

5- Purpose of the study

The overall purpose of this study is to enhance or improve ninth grade students' English writing ability through the use of multiple intelligences theory. Accordingly, related suggestions and recommendations are offered.

6- Significance of the study

The significance of this study springs from the fact that MI theory has been newly introduced to the field of education. Moreover, it is the second study, to the best knowledge of the researcher conducted in the field of English language in Palestine.

For this reason, the study may be highly significant for:

- Curriculum designers: it rewards a variety of activities and writing strategies reflecting the MI theory.

- Teachers: it raises their awareness of their student's intelligences/strengths which they are good at so as to provide them with suitable activities that help improve their performances.

- Students: it helps them identify the intelligences they are good at in order to draw plans for their future.

- Parents: it assists and guides them to deal with their children in the right manner especially when they get acquainted with the fact that one's being relatively undeveloped in a school subject does not necessarily mean that she is undeveloped in others or in all aspects of her life.

7- Limits of the study

The study is applied within the following limitations:

- It is a five -week study in the first term of 2011-2012 scholastic years.

- It is conducted on grade nine female students enrolled at Rafah Prep "B" girls school which is run by UNRWA in Rafah.

- It is conducted using the following writing ability (six traits approach): ideas, organization, word choice, sentence fluency and convention.

- It employs the following intelligences only: verbal linguistic intelligence, logical/mathematical intelligence, visual/spatial Intelligence, interpersonal intelligence and intrapersonal intelligence and excluded the other intelligences.

8- Definition of operational terms

Reviewing related literature and other previous studies, the researcher adopted the following operational definitions as they were comprehensive, clear and direct to the point.

1-Writing ability (six writing traits): Kozlow and Bellamy (2004, p.4) define six traits writing approach as cognitive and metacognitive procedures writers use to control the production of writing. Examples of six writing traits approach are decisions such as: ideas, organization, voice, word choice, word fluency and conventions.

In addition, Culham (2003, p.10:11) points that six traits writing approach has been designed to help teachers teach and assess student writing through an analytic approach by focusing on the following six traits that characterize quality writing:

•**Ideas** make up the content of the piece of writing—the message.

•**Organization** is the internal structure of the piece—the thread of meaning and the logical pattern of the ideas.

•**Voice** is the soul of the piece. It is what makes the writer's style singular, as his or her feelings and convictions come out through the words.

•**Word Choice** is at its best when it includes the use of rich, colorful, and precise language that moves and enlightens the reader.

•**Sentence Fluency** is the flow of language and the sound of word patterns.

•**Conventions** represent level of correctness—the extent to which the writer uses grammar and mechanics with precision.

2-Intelligence:

Gardner (1999, pp.33-34) defines intelligence as "a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture". As a result, the concept of intelligence can be identified in the following items:

- The ability to solve problems since problem solving is one of the real daily life confrontations.

- The ability to create new solutions for expected problems.

- The ability to produce something that is sound and beneficial and has its valuable effect on a culture.

Linguistic intelligence: The ability to use languages even the mother tongue or other new languages orally or writing successfully and efficiently to fulfill some objectives and remember information. This intelligence contains the ability to manipulate the structures of language, syntax and phonology. (Gardner, 1999, p.42), (Teele, 1999, pp. 25-26) and (Christison, 1998, p9).

Logical/Mathematical intelligence: The ability to use numbers effectively and reasons very well to discover relationships for example, cause and effect, make connection and draw conclusions.. (Gardner, 1999, p.42), (Teele, 1999, pp. 25-26), (Christison, 1998, p9) and (Armstrong 2000, p.2).

Spatial/Visual intelligence: The ability to sense, enjoy and do art activities, maps, pictures, and charts. In addition, it is the ability to visualize things and learn through

movies easily. They are skillful at using colors (Gardner, 1999, p.42-43), (Teele, 1999, pp. 31-32) and (Christison, 1998, p. 9).

Interpersonal intelligence: The ability to cooperate skillfully and effectively with others. They can understand others' feelings, intentions, interests, and motivations (Gardner, 1999, p. 43).

Intrapersonal intelligence: The ability to understand one's inner thoughts, feelings, strengths and weaknesses. They are excellent when learning by themselves. They are self/independent learners. They do not like noisy places. They also know how to act and behave in specific situations such as when they are angry, happy, sad, or worried. (Gardner, 1999, p.43), (Teele, 1999, pp. 38) and (Christison, 1998, p. 9).

3-Abbreviations:

MI stands for Multiple Intelligences.

IQ stands for Intelligence Quotient

ESL stands for English as a Second Language.

EFL stands for English as a foreign language.

NWREL stands for North West Regional Educational laboratory.

ME stands for Ministry of Education

UNRWA stands for United Nations Relief and Works Agency.

IUG stands for the Islamic University of Gaza.

Chapter II

Literature Review

Chapter II

Literature Review

Introduction

According to the purpose of the study, which aimed at investigating a suggested programme based on multiple intelligences for enhancing Palestinian ninth graders' writing ability, this chapter is divided into two parts. The first is theoretical frame work that is concerned with issues related to writing such as definitions, reasons for teaching writing, teaching writing, writing problems facing EFL learners, solutions to these problems, writing in English for Palestine, six traits writing approach and traditional approach for teaching writing, other issues related to intelligences such as definitions, IQ test and Intelligence, Turstone's view (1938), development of MI theory, criticism of MI theory, comparison between traditional view of intelligence and MI theory, types of multiple intelligences in MI theory, five multiple intelligences in details, MI theory and education, comments on using MI based teaching, MI theory and language teaching and learning, MI theory and writing, benefits of MI and MI interdisciplinary approach. The second part discusses 4 previous studies that other researchers have conducted in concern with MI theory and writing and 7 studies which have been conducted in concern with MI theory and EFL and ESL. Brief details are given and suggestions as well as recommendations of their studies are drawn through the discussion. Then the researcher presents her comments on those previous studies.

Theoretical Framework

I-Writing

Writing is the most important skill among language skills. It is also considered as one of the factors that differentiates between literate and illiterate persons. Moreover, writing affects all aspects of people lives such as personal, academic, economic and psychological. According to Corps (1989, p.114), "writing serves different purposes. It helps students to learn the kind of personal, academic, professional writing which they will use in their daily life and writing in English has a more purely pedagogical role. It reinforces the learning which goes on through medium of the listening, speaking, and reading skill".

In addition, English writing is very important for the most people especially since English is an international language due to occupational, political or academic purposes. Both teacher and students of writing take more thoughtfulness regarding this subject. Therefore, teacher must choose techniques and methods which help students to write academically and students must develop writing by training themselves to write and by expanding their knowledge through critical reading.

Writing is beneficial and important for the foreign language learner. White and Arndt (1997, p.1) say that:

- Writing helps you to discover something new.

- Writing helps you to express ideas freely.

- Writing helps you to master new learning.

- Writing helps you to relate the language in to your own interest or environment.

- Writing gives you opportunity to communicate with readers.

Moreover, to these benefits, Zinkosky (2010, p1) adds that writing helps students' to build their confidence capabilities so he points out "writing is solitary and it results in something that belongs solely to the writer. Parents and teachers can use this to help students feel confident and proud." In addition, writing improves listening, reading and speaking skills. Good writers listen to the teacher and write down key words. Furthermore, Good reader become good writers and speakers so a good writing teacher helps students speak more effectively. The student finds her/his voice on the page and shares others through oral interpretation. The student learns to read her/ his words aloud to others with feeling.

1-What is writing?

Many definitions were given to writing. However, these definitions are complementary to each other. "Writing is a complex process involving the construction of recorded messages on paper or on some other materials and more recently on a computer screen" (Swales & Feak1994, p.34). Furthermore, writing means "to form (letters, words, symbols) on a surface with an instrument as a pen to trace or form letters, words, or symbols on paper or another surface to produce written material such as articles or books to compose a letter communicate by mail (The American Heritage Dictionary of English Language, 2000). Obviously, these definitions are simple and wide. In addition, these are passive kinds of writing since it stated nothing about understanding or processing, which is an activation of the mental abilities required.

However, writing defines as "a communicative skill. It is to send, store and retrieve message with the help of written symbols" (Millrood, 2001, p.1). Moreover, Harmer (2005, p.16) points that writing as "a process of discovery as well as a process of production. In contrast to oral aural skills, writing can provide students with chance to work at their own pace, especially if it is done at home or without any limited time assigned by teachers and allows them to think the task over before producing language. Subsequently, writing is not a passive and easy process or a mere encoding of letters and words but it must include: visual encoding, mental processing of what has been encoded, and relating it to one's experience. Orwig (1999, p.2) gives a definition of writing as a skill saying: it is a productive skill that is more complicated that it seems at first, and often seems to be the most difficult of skills since it has a number of micro skills such as: using orthography correctly, spelling and punctuation conventions, using vocabularies in a correct way and using appropriate style.

Similar to Orwig, Archibald (2001, pp.153-160) says that "writing is a skill that needs knowledge and proficiency in many areas. It is a multidimensional skill. It is a complex skill that results from the interaction of the writer's knowledge, experience, skills and the cognitive demands of the task. Moreover, Bello (1997, p.5) points that writing is a continuous process of discovering how to find the most effective language for communicating one's feelings and thoughts. He maintains that writing is challenging, whether it is in a native language or in a second language. The researcher believes that the writing process need tools to develop and enhance students writing such as: ideas, organization, voice, word choice, word fluency and conventions.

2-Reasons for teaching writing

Harmer (2001,pp.79:84) explains four reasons for teaching writing to students of English as a foreign language .They are reinforcement, language development, learning style and writing as a skill.

1-Reinforcement: some learners acquire language in a purely oral/aural way, but others get benefits from seeing the language written down. "The visual demonstration of language construction is invaluable for both understanding and memory. Learners often find it is useful to write sentences using new language shortly after they have studied it."

2-Language development: the process of writing is different from the process of speaking, the former helps us to learn as we go along. "The mental activity learners have to go through in order to construct proper written texts is all part of the ongoing learning experiences."

3-Learning styles: some learners are fantastically quick at acquiring language just by looking and listening. Others may take longer time spent in producing language in a slower way is invaluable. So, writing is appropriate for those learners.

4-Writing as skill: the most essential reason for teaching writing is that, it is a basic language skill like speaking, listening and reading. Students need to know how to write letters, compositions, essays and reports and how to use writing's conventions.

3-Teaching writing

Millrood (2001, 147) describes a three –phase framework of teaching to write:

- Pre-writing(schemata-the previous knowledge a person already has- activation, motivation for writing, preparation for writing, familiarization with the format of the text.).

- While-writing (thesis development, writing from notes, proceeding from a given beginning phrase and following a plan).

- Post-writing (reflection on spelling and grammar errors, sharing the writing with other students-redrafting, peer editing).

4-Writing in English for Palestine

The student's book consists of 16 units where each unit consists of 6 lessons aiming at developing students' competence in four language skills (listening, speaking, reading and writing). Lesson 1 and 2 cover the following: 'vocabulary and listening', and 'language and speaking or vocabulary and speaking'. Lesson 3 and 4 tackle reading and vocabulary and language and speaking. Lesson 5and 6 focus on listening, speaking and writing.

In lesson5&6, students listen to a text to answer questions which vary from general understanding to detailed answer and reviewing vocabularies.

Moreover, lesson 6 indicates writing skill. Writing topics are varying according to reading and listening lessons. For example, students interest as (writing an email, writing stories, reports, writing postcards….etc) and Islamic civilization as writing about Istanbul city.

Although lessons 2,3&5 employed to serve writing skill, teachers use traditional approaches for teaching writing. Teachers give students model then give the students chance to write. Teachers are concerned with the product, it should be neat and a grammatically correct piece of writing.

Furthermore, grade nine text book has activities in writing but these activities address two types of intelligence linguistics intelligence and logical mathematical intelligence. To conclude, the researcher noticed this after she had analyzed the exercises of writing in term of intelligence theory and Haboush (2010, p.39-40) supports the researcher when he analyzed reading lessons and exercises of English for Palestine for eight grade.

5-Writing problems facing EFL learners

Being an EFL teacher and checking students' writing related answers, the researcher believes that there are many problems facing EFL learners in writing. Mojica (2010, p.30) points out many problems that face FFL learners such as:

1 -Problems related to the vocabulary (word choice)

2-Problems related to Grammar.

3-Problems related to organization and lack of sufficient supporting details.

4-Problems related to interference of L1.

5-Problems related to lack command of English.

The first problem relates to the students because they don't have enough vocabularies to write something fluently. Even though they sometimes have enough vocabularies, they confuse what usages they have to use.

The problem of the second category relates to Grammar. Students don't know how to use the grammatical rules of the foreign language properly in writing.

The third type of problem refers to organization and lack of sufficient supporting details. Writing is difficult so students don't have good practice and they don't have a good grammar. Although they have attempts to give enough supporting details, they seem unsuccessful due to lack of vocabularies in their repertoire and probably because of their fear to make mistakes.

The fourth problem relates to mother tongue or the students' thinking in their first language interfere with their thoughts in English. That is why students make some mistakes in their writing in the foreign language. The researcher believes that reading English material can be given to overcome most or all of these problems.

The last problem relates to poor command of English language and lack of facility in using English. Foreign language students at the beginner levels are characterized by lack of practice in speaking and writing English, the L interference of their use of FL, poor grammar and the lack of practice in using the right words in suitable context.

6-Solutions for writing problems

Away out of these problems, Mojica (2010, p.36) and Harmer (2005.p.28) provide some solutions such as:

6.1-Solutions related to students:

-Practice English language will help students to master EFL writing.

-Jotting down new words (and their meaning too).

-Keeping diary.

-Reading good materials

-Getting more input from teachers.

-Studying Grammar.

-Talking to other foreign students and writing in English.

-Using electronic dictionaries.

-Stage preparation carefully: student should read, speak then write.

-Keep a record of common mistakes, focus on one per own

6.2-Solutions related to teachers:

- giving encouragements.

-Giving students helpful activities to improve their writing.

- Letting students practice much writing for example, describing place, summarizing lesson.

-Grade each steps: give shorter, simpler tasks until they improve.

-Give practice in planning, organizing and expressing information.

-Give model or target essays.

-Practice relevant structures before they write their own.

-Insist on corrections. Test them later.

-Make them write in class. Vary the topics set.

-Do writing as a group work.(the good help the weak).

The researcher adds her programme to improve writing as a solution of tackling writing problems.

7-Six Traits Writing Approach (writing Rubric)

Six Traits Writing Approach is an approach which is used for teaching and assessing students' writing. It consists of a set of strategies to facilitate the integration of assessment and instruction. Moreover, these strategies are supported by classroom materials and professional development designed to teacher understanding of these strategies to improve teachers' skills in implementing strategies to help students write more effectively. In addition, it provides teachers with the characteristics of quality writing (Kozlow & Bellamy 2004, p.4).

Also, Kozlow and Bellamy (2004,p.3) point out that "the trait approach to writing was developed in the mid 1980 as a response to teacher's need for an assessment tool that was more closely linked to effective writing instruction''. So, the researchers from North West Regional Educational laboratory (NWREL) and teacher from Beaverton, Oregon and Missoula, Montana developed an assessment for writing and provided the foundation and the principles for the development of six traits writing approach. Six traits required students to write with skills and quality and scoring guide to be used to evaluate the writing and also could be used to guide class instruction.

Therefore, the teachers from Missoula, Montana (NWREL) continued to develop six traits approach for teaching and assessing writing that includes: ideas, organization, voice, word choice, sentence fluency and convention. The aims of the developing six traits are to use

these to teach, evaluate writing and to plan and deliver instruction. These traits are provided to students to help them to understand how the traits are reflected in good writing and to use this understanding to improve their own writing. This is strengthening through the use of specific rubrics and samples of student writing reflect and illustrate these traits. As a result of this developing, " NWREL" developed a set of training material for teachers and more 15, 000 teachers has received training during the past 15 years". At the end, teachers noticed after they had developed six traits writing approach that teaching strategies were explained, resulting in a comprehensive analytic approach that integrated instruction, students work an assessment improve the quality of students writing (Kozlow & Bellamy, 2004, p.3)& (WikEd2010,p.1).

8-The Components of Six Traits Writing Approach

Northsky(2008,p1) points the six trait writing approach is a system that is designed to teach students the craft of quality writing. The system is structured around six traits which supply a framework in which teachers can provide focused, detailed feedback and instruction. The six traits of writing create a common format for discussing, critiquing, and celebrating writing. The six trait approach has proven to be a very effective system for analyzing and improving writing performance and writing skills.

The Six Trait Writing Model comprises the following traits:

- **Ideas and Content.** The message the writer conveys, what the writer has to say. This should be fresh and original, unique to the writers' personal experience. The content should contain details to support the main message.

- **Organization.** The overall logical and efficient structure of the content. The introduction of the plot or theme, the build-up, the climax, and the resolution should all be introduced and addressed with proper timing and balance

- **Voice.** The unique personality of the writer. The reader should get a sense that a real, truthful person is writing the content, is behind the words and meanings on the page.

- **Word Choice.** Words that are precise and accurate.

- **Sentence Fluency.** The ability to create smooth flow and rhythm of the sentence structure. The fluency of short vs. long sentences should carry the reader along seamlessly.

- **Conventions.** Punctuation, grammar, spelling, capitalization, paragraph structure. These elements should be used to make the writing content easy to read, accessible to the reader, and provide a smooth ride.

9-Six Traits in Details

There are six components of six traits writing approach. Culham (2003, p.11:12) exposes these six traits in details such as,

1- Ideas

If the message is clear, the ideas will be good and strong,. So, ideas make up the content of writing. Teachers should guide students to select and narrow a topic. Then, students must be able to elaborate on the topic and obtain additional information for the topic. The goal is to go from general to the specific in writing. This will animate the idea. Teachers should use and employ the student book because it consists of pictures, picture title and the text.

After the students are given background information about the topic, they can write about the topic (WikEd 2010, p.2).

2-Organization

Organization concerns the internal structure of a piece of writing. Students should capture the reader's interest by using an interesting introduction that gives an idea about the topic. In addition, using transitions links ideas in writing. The students need to gurantee that the sequence of writing is logical. Organization is considered very difficult and requires a logical analysis of the structure (Culham2003, p.11:12) .

3- Voice

It is noticed through one piece of writing. It gives a sense that a person truly cares about writing and it reflects his/ her own personality and keeps the reader wanting to read more. For example, teachers exposes students to several forms of story and the students can discuss how the voice was different in each piece (WikEd2010, p2).

4-Word choice

When the students learn more about word choice, students choose appropriate words. Word choice is the use of the language that enlightens the readers' and it creates the images in the reader mind. Word choice concerns sensory language uses in daily life. "Using synonyms can give writing a flair that is needed to keep the reader interested (Culham2003, p.11:12).

5-Sentence Fluency

Sentence fluency is the ability to add style and grace the writer's work. The sentence should be easy to read aloud and should vary in length and structure. The writer needs to hear how the words play to ears. To teach fluency, the teacher should read the written pieces to their students. When the teacher chooses the   pieces of work to read, decides on a piece that has beautiful elaborate writing. The next type of writing to read to your students is one that is

not fluent. These types of writing can help the students hear what a good fluent a piece of writing (WikEd2010, p.2) .

6-Conventions

According to (Culham2003, p.11:12), Conventions are very important but they are not the most important. They are the editing stage of writing and consist of spelling, punctuation, capitalization, and grammar to make the message clear. To teach conventions, the teachers need to do some basic things:

1-student should not do any editing until the final draft is finished to help the students see their errors more clearly.

2-The teacher needs to set aside time for the students to edit.

3-The teacher should reward the students for having patience to go back edit

4-The teacher should let the students to know that there is more one proper way to edit their writing.

Another aspect of teaching conventions:

1-   The teacher should do a model.

2-   Teachers can makeover head of writing sample and the class can make changes together.

3-   Students should try to edit for one kind of error at a time.

10- Steps of six traits writing approach

According to Kozlow and Bellamy (2004, p.5), there are expected steps that would be observed in the classroom in which teachers implement six traits writing approach. These steps are:-

•The teacher would introduce the traits one at a time in a cumulative sequence. Students would become familiar with the trait scoring system, and then the scoring guide criteria for the particular trait.

•Students would write pieces in various forms and modes, and participate in both peer and group revision sessions focused on selected traits.

•The teacher would conduct frequent whole-group scoring and discussion sessions using sample anonymous papers. In addition, the teacher would read frequently to the students from a wide variety of quality written material, followed by discussion around the use of selected traits by the author.

•The teacher would conduct frequent conferences with individual students to provide specific feedback to the students on their writing.

•Students would create a writing folder in which to keep works in progress, where they store specific writing goals, and where they track their own performance compared to their goals and the state or district standards for their age/grade.

11-Traditional approach for teaching writing

Gen (2005, p.63) says that "teaching English has been a tough job for many non native English teachers. This is due to not only the language competence of the teacher, but also the application of the effective teaching approach appropriate for the relevant students". Teaching writing skill is considered one of the most important skills that helps students to reinforce their language and to write effectively. Unfortunately, few teachers are concerned with this skill. They teach writing skill traditionally and they are concerned with the product. The product should be neat, grammatical and correct pieces of writing

((Mahon, 1992) cited in Ho 2006, p.2). The researcher aims to introduce traditional approach used for teaching writing.

1-Product oriented approach

It is a traditional approach used in teaching writing. There are a lot of students, they don't know how to write by using writing process. Moreover, most of the students don't enjoy writing and lack confidence in writing on their own.

Moreover, this approach defends teaching component skills, structures and rules for writing. In addition, it ignores the writing process. Teacher appoints paper, grades them then hands them. The students attend to product, clarity, originality and correctness.

The researcher criticizes this approach and believes that the product oriented approach causes worries and frustration to students in their writing. Teacher should choose framework of useful structures, expression and train students to write to help students in writing. So, the researcher suggests her programme for teaching writing.

The researcher uses traditional approach to teach the control group. She gives the control group model of writing without activating MI theory and writing process.

II-Intelligence

Allah, the mightly, says "And in deed we have honored the child of Adam" Holy Quran, part 15, Surat Al Isra verse 70). In this verse, Allah declares that humans are the most distinguished among the creatures on earth. So, Allah blessed humans with brain to help them to understand, learn and use it in all the aspects of life such as social, educational, economic and psychological. So, Moyle (1968, p.47) asserts that intelligence is "an ability which enters in all tasks." In addition, Galton (1869) (cited in Kail and Pellegrino1985,

p.9) believes that intelligence "is a simple sensory perceptual and motor process formed the fundamental elements of human intelligences.

1-What is intelligence?

There are many definitions given to intelligence. Traditionally, Weinland (1957, p.15) defines intelligence "the ability to learn". But, Gardner defines intelligence the "bio psychological potential to process information that can be activated in cultural setting to solve problem or fashion a product that is valued in one or more community or cultural setting." According to Nelson (1998, p.9), Gardner points that multiple intelligences are:

-The ability to create product that is sound and beneficial and has its valuable effect on culture.

-   The ability to solve problems which face the persons in real life.

Moreover, multiple intelligence is something that is not counted but it is independent intellectual faculties and it can be activated as well as Gardener emphasized that multiple intelligence can be developed separately and may be influenced by one another (Afana& Al Khzondar 2004, p.62). Furthermore, Multiple intelligences are represented by Gardner as mental abilities. These mental abilities can be developed such as, Linguistic intelligence, Logical/mathematical   intelligence   ,Visual/spatial   intelligence,   Bodily/kinesthetic intelligence, Musical intelligence, Interpersonal intelligence, Intrapersonal intelligence, Naturalist intelligence and Existence intelligence (Gabr2003,p.9).

At the end, the researcher reaches from these definitions that the person has multiple mental abilities and the person who gets pleasure from musical intelligence and bodily kinesthetic

intelligence, she/he doesn't get pleasure from linguistic intelligence. It means that mental abilities are dispersed and it is necessary to be all in the same person.

1.1-IQ test & intelligence

In the past, intelligence was scores people obtain in an Intelligent Quotient (IQ) test. Therefore, the smartest person is the one who achieves the highest score in such a test. IQ test was first designed by Alfred Binet in the early 1900s when he was assigned by the French minister of education to study retarded and non-retarded children and to study which children would fail and which would succeed(Kail and Pellegrino 1985, p. 5). Such an IQ test was criticized by modern psychologists as it measured only verbal/linguistic and logical/mathematical abilities" (Christison and Kennedy, 2001, p. 1 of 8). According to hereditarian view, intelligence is something "… genetic, inherited, and fixed at birth", and heredity is the major factor that determines intelligence not the environmental or social factor (Jensen cited in Miller 1994, p. 4). But, environmentalists believe the differences in IQ scores are attributed to social, cultural or environmental influences. Hence, the more developed the surrounding environment is, the better children's mental abilities and performance are. For example, a person living in a very wealthy family is more intelligent than a person living in a poor family and white people are more intelligent than others because they are provided with the necessary verbal skills required in an IQ test. Gardner (1999, p. 2) shows that Galton "thought that intelligence ran in families, and so he looked for intelligence in the offspring of those who occupied leading positions in British society"

It is so strange to admit that such psychologists believed in such awkward thoughts. In addition to racism it can create and ignite, real-life experiences discard this since so many intelligent people come from countryside, black families or poor villages. According to

Encyclopedia of World Biography (2009, 2 of 4), the football legend, Pelé, "grew up in an extremely poor neighborhood". Also, Sayyid Qutb, an Egyptian Islamic writer and thinker, was brought up in a poor rural family. And his father was a farmer. They are intelligent persons (Answers Encyclopedia 2009, p. 1 of 28).

1.2-Turstone's view (1938)

Thurstone (1938) proposes a multifactor theory about intelligence in which "seven factors or primary mental abilities" were reflected: "verbal comprehension, word fluency, number facility, spatial visualization, associative memory, perceptual speed, and inductive reasoning" (Baum, Viens, and Slatin 2005, p. 8).

In fact, the above mentioned definition and view focus on two major directions: actions and mental processes. Actions refer to how well a person can perform a certain task such as writing a story, discovering something, designing a machine, and others but mental processes refer to mental processes that help such previously mentioned tasks happen. So, each either intelligent behaviour is produced by a specific mental process or there is one single mental ability that produces all intelligent behaviours (Kail and Pellegrino (1985, p. 4). Spearman's theory argues that intelligence is singular known as (g) factor and based on three abilities: linguistic, mathematical and spatial(Arnold and Fonseca 2004, p. 131). Although there are some traditional theories may share Gardner's in the notion of multiplicity of factors, Gardner argues that the main key element in his theory is productivity. Sternberg cited in Kaplan (2007, pp 1-2 of 4) agrees with Gardner so he reports that intelligence is "a functional balance" among the abilities of analysis, creativity and practicality. So, successfully intelligent people should be able to analyze, create and apply.

1.3-Development of MI Theory

Another view about intelligence is that of Gardner's. It is Multiple Intelligences (MI) theory. Howard Gardner proposes a new theory and definition of intelligence in his 1983 book entitled Frames of Mind: The Theory of Multiple Intelligences. The basic question he sought to answer was: Is intelligence a single thing or various independent intellectual faculties? Gardner is Professor of Cognition and Education at the Harvard Graduate School of Education. He also holds an adjunct faculty post in psychology at Harvard and in neurology at Boston University School of Medicine.(Gardner, 1999)

Gilman (2001,p.1) points that Gardner describes his work with two distinct populations as the inspiration for his theory of Multiple Intelligences. Early in his career, he began studying stroke victims suffering from aphasia at the Boston University Aphasia Research Center and working with children at Harvard's Project Zero, a laboratory designed to study the cognitive development of children and its associated educational implications.

 Gardner (1999,p.32) states

> Both of the populations I was working with were clueing me into the same message: that the human mind is better thought of as a series of relatively separate faculties, with only loose and non predictable relations with one another, than as a single, all-purpose machine that performs steadily at a certain horsepower, independent of content and context.

Gardner concluded from his work with these two populations that strength in one area of performance did not reliably predict comparable strength in another area. With this intuitive conclusion in mind, Gardner set about studying intelligence in a systematic, multi-disciplinary, and scientific manner, drawing from psychology, biology, neurology, sociology, anthropology, and the arts and humanities. This resulted in the emergence of his

Theory of Multiple Intelligences (MI Theory) as presented in Frames of Mind (1983). Since the publication of that work, Gardner and others have continued to research the theory and its implications for education in general, curriculum development, teaching, and assessment.

1.4-Definition of MI Theory

Gardner (1999, p. 34) says intelligence is much more than IQ because a high IQ in the absence of productivity does not equate with intelligence. Consequently, intelligence is being a single entity described psychometrically with an IQ score but Gardner seeks to define intelligence in a much broader way than psychometricians. To achieve this goal, Gardner identifies the abilities to be considered for one of the "multiple intelligences" so, Gardner criticizes the traditional view of multiple intelligences that says intelligence is a singular faculty and the person is either smart or stupid. Gardner points out that a person has at least nine intelligences with varied abilities (Gardner 1999, pp.34-44). These varied abilities of intelligences are not equally developed (Larsen, 2000, p.70). Gardner defines intelligence as the ability to solve problems to create products that are valued within one or more cultures (Teele, 1999, p.25). Hussein (2003, p.18) & Afana and ELKhozondar (2007, p.75) point out that multiple intelligences theory has many principles. First, intelligence is not singular but it is multiple and various intelligences. It can grow, promote and change. Second, every person has various and active multiple intelligence. The multiple intelligences are different in growth inside every person or between persons with each other. Third, the aim of knowing multiple intelligences is to determine and evaluate them. Fourth, every person should take opportunity to know her/his intelligences and develop these multiple intelligences. Fifth principle, enhancing one type of multiple intelligences

may lead to develop others. The last principle is all types of multiple intelligences are dynamic and active.

The researcher notices that enhancing one type of intelligence contributes to enhancing the other intelligences.

In addition, Afana and ELKhozondar (2007, p.57) show that Gardner said that students have distinctive models of strength and weakness points in different abilities. So, it is necessary to understand and develop different suitable tools to every person. It depends on two basics in the following:-

1-Students have different abilities and inclinations so students don't learn in the same methods.

2-Students can't learn everything.

The researcher notices that it is essential to treat every person according to her/his abilities which they have. For example, if there is a student who has linguistic abilities, the student may be weak at logical mathematical abilities. So, the teacher should treat every person according to her/his abilities.

 So, Gardner (1999, p. 31) states

> "In most cases, however, strengths are distributed in a skewed fashion. For instance, a person may be skilled in acquiring foreign languages, yet be unable to find her way around an unfamiliar environment or learn a new song or figure out who occupies a position of power in crowd of strangers. Likewise, weakness in learning foreign languages doesn't predict   either success or failure with most other cognitive tasks".

A person who masters any subject such as Math, is not necessarily more intelligent than another who suffers from its difficulty in learning it. Another person may be better in

learning other subjects. Moreover, there is a person who may master listening and speaking but not writing. In addition, there is a person who masters reading and spelling but not writing.

This is attributed that the skills within one type of intelligence are also not equally developed.

In brief, Gardner (1999, pp.33:34) gives intelligence a comprehensive definition so he states that intelligence is

> "bio psychological potential to process information that can be activated in a cultural setting to solve problem or fashion a product that is valued in one or more community or cultural setting".

So the concept of multiple intelligences can be identified as the following:-

- The ability to solve problems since problem solving is one of the real daily life confrontations.

- The ability to create new solutions for expected problems.

- The ability to produce something that is sound and beneficial and has its valuable effect on a culture.

1.5-Criticism of MI Theory

The fundamental criticism of MI theory is the belief by scholars that each of the nine multiple intelligences are in fact a cognitive style rather than a stand-alone construct. Gardner's approach refers to describe the nature of each intelligence with terms such as sensitivities, skills and abilities as evidence of the fact that the "theory" is really a matter of semantics rather than new thinking on multiple constructs of intelligence and resembles earlier work by factor theorists of intelligence like Thurstone (1983) who argues that "a

single factor (g) cannot explain the complexity of human intellectual activity". Morgan identifies these various abilities and develops a theory that supports the many factors of intelligence have been a significant contribution to the field. Furthermore, he believes that MI theory has proven beneficial to schools and teachers and it may help explain why students do not perform well on standardized tests but in Morgan's opinion it does not warrant the complete rejection of g (Morgan 1996 cited in Gilman 2001, p. 7 of 13).

Other criticisms include the notion that" MI theory is not empirical, is incompatible with g, heritability, and environmental influences, and broadens the construct of intelligence so widely as to render it meaningless" Gilman (2001, p. 8 of 13). Gardner avoids addressing criticism of his theory for nearly a decade after the publication of Frames of Mind. Gardner (1995) defends the empiricism of the theory by referring to the numerous laboratory and field data that contributed to its development and the ongoing re-conceptualization of the theory based on new scientific data. Regarding the claim that Multiple Intelligences theory cannot accommodate g, Gardner argues that g has a scientific place in intelligence theory but that he is interested in understanding intellectual processes that are not explained by g. In response to the criticism that MI theory is incompatible with genetic or environmental accounts of the nature of intelligence, Gardner states that his theory is most concerned with the interaction between genetics and the environment in understanding intelligence. Finally, the notion that MI theory has expanded the definition of intelligence beyond utility produces a strong reaction from Gardner. He argues passionately that the narrow definition of intelligence as equal to scholastic performance is simply too constrictive. In his view, MI theory is about the intellectual and cognitive aspects of the human mind. Moreover, Rodgers (2001, p. 115) and Bruetsch (1998, p. 1) point that intelligences are not fixed but

they can be cultivated, improved, expanded and enhanced. In agreement with this notion, Armstrong, Kennedy and Coggins 2002 (cited in Arnold and Fonseca 2004, p. 122) also point that intelligence is not an innate attribute that is fixed and not improvable. Intelligence can be developed and increased by experience, training and progress of age. Sternberg 1995 (cited in Borich 2004, p. 54) also emphasize the notion that intelligence can be taught, and classroom is the appropriate environment to do it.

The researcher finds that Gardner gives good evidences to defend about his theory

1.6-Comparison between traditional view of intelligence and MI theory

Traditional view of intelligence measures intelligence through tests, questions and brief and short answers. In addition, this view says that the person is born with stationary intelligence and the level of intelligence doesn't change through many years. Moreover, intelligence consists of linguistics and logical abilities and teachers explain the same course to all students. Also, teachers teach may a topic or a course (Hussein, 2003, p.36).

The opposite view of the traditional view is MI theory. MI theory evaluates multiple intelligences of persons through using learning models and problem solving models. Moreover, humans have all types of intelligence but every human has a profile expresses him/her. Over and above, the possibility to develop and enhance all types of multiple intelligence but there are some persons who distinguished in one type of these intelligences about others. In addition, there are many models that reflect different methods to interact with the world. Teachers take care of the individuality of the learners and the strength and weakness of the learners but teachers should focus on weakness to develop it. Teachers design activities, models and learning structure that talk about certain issues or questions to

connect the topic with each others. Teachers develop strategies which allow students to expose their experience and valuable models to them and to their societies (Hussein, 2003, p.36).

The researcher reveals MI theory takes into account some aspects neglected through traditional view such as individual differences and there is no equivalence between students in the mental abilities and the individuality to the learner.

1.7-Types of intelligences

The following is a description of nine types of multiple intelligences:

1- Linguistic intelligence: The ability to use languages even the mother tongue or other new languages orally or writing successfully and efficiently to fulfill some objectives and remember information. This intelligence contains the ability to manipulate the structures of language, syntax and phonology. (Gardner, 1999, p.42),(Teele, 1999, pp. 25:26), (Christison, 1998, p.9).

The researcher defines linguistic intelligence as the ability to use words and phrases successfully and appropriately to convey the correct meaning of words and phrases.

2. Logical-mathematical intelligence: The ability to use numbers effectively and reasons very well, discover relationships for example, cause and effect, make connections and draw conclusions.. (Gardner, 1999, p.42), (Teele, 1999, pp. 27-28), (Christison, 1998, p9) and (Armstrong: 2000:2)

The researcher defines logical-mathematical intelligence as the ability to treat with numbers relations, problems and the ability to understand well the reasons and the results and the ability to deal with difficult problems.

3. Spatial Visual intelligence: The ability to describe, sense, enjoy, do activities, maps, pictures and charts. Moreover, it is the ability to visualize and learn from movies and it is the ability to perceive the visual spatial world accurately to perform transformation on those perceptions. (Gardner, 1999, p.42), (Teele, 1999, pp. 25-26), (Christison, 1998, p9) and (Armstrong,2000p.2).

The researcher defines spatial intelligence as the ability to make judgment on the pictures by using her/his sight.

4. Bodily-kinesthetic intelligence: The ability to use one is body to express oneself and to solve problems and handle objects skillfully in term of their values.(Gardner, 1999, p.42), (Teele, 1999, pp. 35-73) and (Christison, 1998, p. 8).

5. Musical intelligence: Students are skillful at composing music, singing well and learning sounds and they identify intonation, pitches and rhymes (Gardner, 1999, p.42), (Teele, 1999, pp. 33-35) and (Christison, 1998, p. 9).

6. Interpersonal intelligence: The ability to cooperate skillfully and effectively with others. They can understand others' feelings, intentions, interests, and motivations (Gardner, 1999, p. 43).

7-Intrapersonal intelligence: The ability to understand one's inner thoughts, feelings, strengths and weaknesses. Persons are amazing when learning by themselves. They are self/independent learners. They do not like noisy places. They also know how to act and behave in specific situations such as when they are angry, happy, sad, or worried. (Gardner, 1999, p.43), (Teele, 1999, pp. 38) and (Christison, 1998, p. 9).

8. Naturalist intelligence: The ability to recognize and classify the numerous species- the flora and fauna- of an individual's environment. Or, the ability to recognize and classify

living things and non living things including rocks, animals, grass, river….etc (Gardner, 1999, p.48),(Christison Kennedy,2001,p.2).

9-Existential intelligence: it relates with individuals who take a particular interest in questioning the existence and meaning of life (Marefat 2007, p.149).

1.8_Five Multiple Intelligences in details

1-Lingustic Intelligence

Linguistic Intelligence is basically the intelligence of language and communication. This includes the ability to speak, articulate, express and convey one's thought and feelings to the outside world. Students from different cultures have the ability of using their language skills. As part of their school education, they are taught two different languages out of which one is their native language while the other is a foreign one. During education, students learn the grammatical and oral forms of the languages and they use them throughout their life.

Gardner (1993, p.78) points that linguistic intelligence is the ability to use the language to convince other individuals of a course of action. In addition, it is the mnemonic potential of language- the ability to use this tool to remember information. Furthermore, language has a role in explanation. Much of teaching and learning occur through language- at one time, principally through oral instructions, employing verse, collections of adages or simple explanation and now through the words in its written form. Also, there is the potential of language to explain its own activities- the ability to use language to reflect upon language to engage in metalingustic analysis.

So students with strong linguistic intelligence have an aptitude for learning and using languages. They are often attracted towards writing poems and enjoy reading anything including stories, dictionaries, signboards, and even instruction manuals! They may easily

spell words that others are not even able to pronounce. Such students make good writers, novelists, curriculum designers, librarian, lyricist, etc. (Rudolph 2011).

To enhance linguistic intelligence, it is recommended that students should practice story-telling, participate in debates and discussions, learn new words, solve word puzzles and crosswords, practice letter writing, essay writing and read voraciously. Participation in debates and discussions helps in the development of reasoning skills, reading books and solving crosswords helps in the enhancement of vocabulary and writing encourages expression of thoughts in the right words. (Oak 2011, p.1).

Also, Rudolph (2011, p.3) adds few tips to enhance Linguistic Intelligence:

1. Keep a diary and write at least 250 words per day about anything on your mind.

2. Observe different people's speaking styles (accents, dialects, vocabularies, intonations and slang expressions).

3. When students encounter familiar words while reading, they underline them then look them up later and add them to a "New Words" copy.

4. When the student learns a new word, he tries to use it as soon as possible in everyday conversation or in his writing.

Bruetsch (1998,p. 3) points that there are many activities that engage verbal intelligence and can also be used as forms of assessments. Followings are additional examples teachers might give. Teachers should adjust them for their students' levels

- Write an essay.

- Create a story.

- Retell the story the student has just heard in her/his own words.

- Retell a story but give it a new ending.

- Create a crossword puzzle using key concepts(from a geometry unit, a history unit, a science unit, in a foreign language.

- Write a poem that illustrates their knowledge of metaphor, expresses their feelings or knowledge.

- Keep a journal of what he/she is learning in class.

- Make an oral presentation to the class.

- Participate in a debate on a particular subject.

- Write an article about a particular topic, such as a historical event.

2-Logical Mathematical Intelligence

Udall & Daniels (1991) say that the core of logical mathematical intelligence is the ability to recognize a significant problem. In addition to specific mathematical skills, students also need to be able to do the following:

- Classify and categorize

- Perceive and make sense of patterns

- Reason systematically

- Follow long chains of reasoning

In addition, Kelly (2011.p.1) shows logical-mathematical intelligence involves a strong ability to analyze problems and issues logically, excel at mathematical operations, and carry out scientific investigations. This can include the ability to use formal and informal reasoning skills such as deductive reasoning and to detect patterns. Scientists,

mathematicians, and accountants are among those that Howard Gardner sees as having high logical-mathematical intelligence

Furthermore, Udall & Daniels (1991) inform that there are ways that students can enhance and strengthen their current logical-mathematical intelligence:

- Organize a collection
- Figure out different ways to answer a problem
- Look for patterns in poetry
- Come up with a hypothesis and then prove it
- Work out logic puzzles

Moreover, Bruetsch (1998, p. 31) points that many of activities that engage logical mathematical intelligence can be used as forms of assessments. Following are examples teachers might give. Teachers should adjust them for their students' levels

- Apply calculation and computational skills or basic geometric concepts to real life situation.
- Design a two dimension floors plan for a veterinarian's office, given a list of dimensions of things that would need to be found in such an office.
- Make three dimensional scale models of your rooms or of homes you would like to live in that include furniture.
- Bring in articles from the local newspaper that interest you. Research the topic further. Make prediction about the future outcome.
- Hold debates.

3-Visual Spatial Intelligence

Some students have the ability to visualize the world with great accuracy and they have an amazing ability to create a mental map of a new territory providing a strong sense of spatial awareness for where they are positioned in relation to the world around them. If a student possesses visual-spatial intelligence, he will be good at arts and crafts, including design work. Students may have an aptitude for architectural design, or be an excellent map-readers who can create an image of a landscape from the information on a map(Rhodes,2006,p.1). Moreover, visual spatial intelligence is defined by Gardener as the ability to perceive the visual world accurately, to perform transformations and modifications upon ones initial perceptions, and to be able to re-create aspects of one's visual experience, even in the absence of relevant physical stimuli.(Gardner, 1983).

According to Rhodes,(2006,p.1), the following skills represent the core abilities of students with Visual-Spatial Intelligence:

- Spatial Awareness - The ability to solve problems involving spatial orientations and moving objects through space, such as finding ones way around
- Working with objects - The ability to use strategic eye-hand co-ordination to construct, arrange, decorate or fix things.
- Artistic Design - The ability to carry out tasks or projects, which require aestheticism, judgment and design

Bruetsch (1998,p. 33) shows that many of activities that engage visual spatial intelligence can be used as forms of assessments. Following are examples teachers might give. Teachers should adjust them for their students' levels

- Use imagination activities to teach cognitive material, to support study skills, to develop self-esteem and to stimulate creative writing.

- Encourage your students to use visual graphic organizers.

- Capitalize on the impact of color learning.

- Express the knowledge of a certain topic by using a visual graph.

- Include visual aids in teaching such as slides, videotapes, poster and pictures.

- Validate visual spatial representations as an acceptable way for students to express understanding.

4-Intrapersonal Intelligence

This intelligence has to do with self-reflective abilities. This refers to having a deep understanding of the self; what your strengths/ weaknesses are, what makes you unique, being able to predict your own reactions/emotions (Wikipedia encyclopedia 2011, p. 2).

Rhodes,(2006,p.1) points that intrapersonal intelligence focuses on the following:

- An awareness of one's own inner processes and resources.

- A discrimination among one's thoughts, feelings and emotions.

- An ability to draw one self- awareness and dimension as means to understand and guide behavior.

Bruetsch (1998,p. 33) points that there are many activities that engage intrapersonal intelligence can be used as forms of assessments. Following are examples teachers might give. Teachers should adjust them for their students' levels

- Language arts: Students write about autobiography as the vehicle for demonstrating their knowledge of how to develop a paragraph and how to use appropriate sentence structure and punctuation.

- Demonstrate the students' knowledge of the concepts they learned by explaining ways they can use that information in their everyday life.

- Use personal data to demonstrate the knowledge.

4-Interpersonal Intelligence

This intelligence has to do with interaction with others. In theory, students who have a high interpersonal intelligence tend to be extroverts, characterized by their sensitivity to others' moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group. They communicate effectively and empathize easily with others, and may be either leaders or followers. They typically learn best by working with others and often enjoy discussion and debate (Wikipedia encyclopedia 2011, p. 2).

Bruetsch (1998,p. 33) points out many samples activities to engage the interpersonal activities such as

- Use peer tutoring
- Allow role play
- Use cooperative group

Many of the activities that engage this intelligence can also be used as forms of assessment particularly cooperative groups to demonstrate understanding of what students have learned. Some teachers are reticent to include cooperation in assessment because they think students should have to demonstrate proof of understanding individually. But cooperative

group work and demonstration of individual knowledge are not mutually exclusive. For example, students can put their heads together and decide an answer then they can call on any one member of the group to give that answer. Or the group may develop a skit to illustrate their knowledge of what they read in a language art(Bruetsch 1998,p. 33).

1.9-MI theory and education

MI theory is considered one of the theories that have a great role in educational aspects. It focuses on matters that other theories neglected. So there are a lot of abilities neglected as a result of using individual evaluation and IQ tests. Therefore, using MI helps to discover the abilities and individual differences

Afana & EL Khzondar (2004, p.71) cite some educational applications to multiple intelligence that emphasize the effectiveness of using MI in these aspects:

1-Improving students' achievements and increasing their inclinations into academic content.

2- Using multiple intelligences as introduction for teaching by using multi styles.

In addition, Multiple Intelligences theory stimulates the educators in the following:-

1-Understanding students' abilities and their inclinations

2-Using fair measuring tools focusing on the abilities.

3-Consistency is between the society needs and the students inclinations.

4-The independency in teaching students as giving students methods that suit them in teaching.

Therefore, this theory helps students to determine any work that suits their abilities and predict their success. For example, if the student uses one type of intelligence in a good way, it will help the student to solve a lot of problems.

Furthermore, there are other educational benefits for using multiple intelligences in education.

1-The possibility is to know the mental abilities greatly in drawing, music, composition and taking natural photos. All of these photos have an animation and allows appearance of models and new educational manners like languages.

2-Presenting new manners for education to serve the students needs and talented students so the classroom becomes as a real world to students and the students become more effectiveness in the educational process.

3-Engaging students' parents and the society in the education process. This happens through the activities which allow students to treat the audience.

Also, MI theory gives teachers comprehensive version of teaching. Teachers should use different techniques, exercises and activities that are appropriate to all students (Wikipedia encyclopedia 2009, pp. 5:6). Moreover, Richards and Rogers (2001, pp.117:119) emphasizes that MI theory uses pair work, group work and individual work as another way to implement MI theory in the class to address students' dominant intelligence. In addition, MI asserts many schools in United States to redesign their educational programmes as a result it shows hard working of teachers, students and cooperative work.

Moreover, Teele (1999, p.80) points that multiple intelligences are considered a philosophy of education that provides a framework to examine individuals' differing strength and enhance the full types of intelligences. Therefore, the philosophy relies on the content of learning and it has a relationship to different disciplines. The ultimate goal of this philosophy in education seeks to teach the content in ways students can understand to prepare the students to be able to succeed and develop.

So, Teele (1999, p.80) states

> "Learning must become incorporated into everyday life experiences. There has to be shift in teaching and learning from teacher centered activities only to blending with student centered activities".

Teachers should be able to reach their students through direct and effective methods. They also should understand the content knowledge to teach. In addition, students should be introduced and exposed to innovative teaching and rich content that needs implicit and constructivist teaching methods. Students need to be allowed to explore, take risks, be creative and investigate ideas and possibilities. The emphasis can't be found right and wrong answers. Also, students should motivate deeper to arrive at more in-depth understanding of academic content. The focus is not only on the result but also methods for inputting knowledge in order to prepare students for productive participation in society, meaningful learning and experience (Teele1999, pp.80:81).

1.10-Comments on using MI based teaching

The positive effect of using MI based Theory in teaching encouraged the researcher to conduct this study to make a change and help both teachers and students to achieve the best teaching in writing skills. The following studies reflected the effectiveness of using MI in teaching:

1-Haboush (2010) points that implementing MI-based programme improves reading comprehension skills. In additions, students of the experimental group demonstrated more cooperative work than the control group did. This could be attributed to the student-centered approach employed. Moreover, students of the experimental group showed more motivation than those of the control group. This was observed through some statements and comments documented during conducting his study. One student said: "When are we going to play the roles of farmers?" Another said: "I swear I am sad today because we are not having English". After the lesson about sports, one student said: "This is the best day in this term". One day and during the lesson, a person interrupted the lesson to distribute some meals to students as usual; and this took some time. Hence, the students started asking him to go out in order to continue the lesson".

2-Tomaszewski and Weaver (2003) and Buschick (2007) say that students, at the end of MI based intervention, had the ability to choose the book and activities that reflect their dominant intelligence. So, they become more motivated in the learning process and improved reading comprehension.

3-Gaines and Lehmann (2002) point out that students showed reasonable mastery in using reading skills that enabled them achieve comprehension. In addition, students became autonomous readers asking questions when they read.

3-Burman and Evans (2003) show that with MI based teaching and parents' involvement, students demonstrated a marked improvement in reading vocabulary word.

4- Teele (1995, p. 77-78) records some positive comments of the students who were taught through MI theory at sixth grade. One of the students said: "They [teachers] teach us to look at values, what is right and wrong. I feel if the teachers did not teach with

multiple intelligences it would be real dull". Another student said: "I really liked the class because I enjoyed drawing".

So, the researcher decides to conduct this study to use this positive effect of using MI based theory to writing skill in English language.

1.11-MI theory and language Teaching and learning

The theory of multiple intelligences is so beneficial in teaching and learning in general and in teaching and learning English as a Foreign language in particular because it is presented as a cognitive perspective on intelligence and it expands our a available tools at the back of traditional methods used in the most schools (e.g. lectures, textbooks, writing assignment, formulas ..etc). Indeed, the theory suggests a major transference in the way our schools are run (Marefat 2007, p150).

Furthermore, Armstrong (1994, p.62) says " You don't have to teach or learn something in all nine ways just see what the possibilities are and then decide which is a particular way to the students interests. The teacher should use the most effective tools in teaching or learning. In addition, Arnold & Fonseca(2004,p,123) points that "Good second language speakers are often considered to be talented people with special verbal abilities who possess more than one code to understand and acquire knowledge in order to use it in a   new situation." So, teachers recommend using MI theory in teaching. Ying (2005, p.3) cites that ELT has been developed to meet different needs and interests as Gardner's aim at enhancing or using different types of intelligences. For examples, the silent way emphasizes student's inner thoughts (intrapersonal intelligence). On other hand, suggestopedia emphasizes the use of music (musical intelligence) to facilitate language cognition. In addition, communicative approach and cooperative learning emphasize the

role of interpersonal relation for the language learning. Also, Ying (2005, pp.3-4) adds that the appearance of Gardner's MI theory encourages EL teacher to be better aware of the fact the students bring with them specific strengths and unique and different learning styles. MI theory forms best teaching techniques in light of human differences.

The researcher observes that teachers should teach students to be more intelligent through different ways and techniques in teaching such as using interaction, groups work and painting activities .

Furthermore, Gardner's theory called to motivate students by activating ways through the use of task related of the different intelligences. It makes possible engagement to multiple intelligences to produce sustained deep learning (Schumany 1997 cited in Arnold & Fonseca 2004, p.130). It is not essential to address all MI intelligences of each students in every language class but offering a balanced approach where different "windows on the same concept" (Gardner 1993, p.204).

Students influenced by the way teachers' present material to them students and the steps followed to involve language learning tasks. MI theory is useful for planning language learning tasks that assert student to overcome the challenges so when students see what they can do this is a positive effect and can lead to success in language (Arnold & Fonseca2004,p,130).

In short, MI improves academic result in different disciplines such as foreign language teaching and learning. Beyond this, learning in classroom will involve personal development and growth in all human dimensions. Therefore, language classroom is not enough to promote linguistic competence or even communicative competence. So, Gardner (1993.p.12) points out social advantages inherent in the application of his theory, he states

"It is of the utmost importance that we recognize and nurture all the varied human intelligences and all of combinations of intelligences. We are all so different largely because we all have different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with the many problems that we face in the world. If we can mobilize the spectrum of human abilities, not only will people feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good".

Society should concern with the students and develop multilingual knowing how to listen and how to talk abilities, which are capable of setting and achieving personal goals, how to search for information to progress learning beyond the classroom and how to work cooperatively.

1.12-MI theory and writing

MI theory is a great theory for second language learners. It is important for four skills especially in reading and writing. "Reading and writing are not simply linguistics act; they involve all of the intelligences [Gardner's nine intelligences] and many more areas of the brain are involved in literacy acquisition than has previously been assumed.''(Armstrong 2003, p.7). So, teacher should identify the students' learning style and multiple intelligences to use the students' strengths in these areas, to learn writing effectively and to improve students writing skill. ESL teachers should be wise enough to identify, investigate and response to students differences in learning (Fuey, 1986 cited in Eng and Mustapha 2010, p.54). In addition, Fuey adds that students from different backgrounds have varying preferences for learning such as problem solving, creative thinking and critical evaluation. In fact, teachers should be able to identify different intelligences of the students to teach writing.

Unfortunately, this issue could be inapplicable in Palestinian schools due to the nature of English text books and the restrictions imposed on teachers and students who are confined and a path fixed (Haboush, 2009:54). Many teachers neglect writing skill. They explain writing traditionally and ask students to write composition. A way of this problems, teachers are advised to choose and design a variety of activities, ways and techniques reflecting the target intelligences (Christison and Kennedy, 2001 p2 of 8).

Many researchers point that it is impossible to apply the ninth intelligences in one class because the time period of class is limited (Lazear 1991, p.9). In addition, Armstrong (2000, p.2of3) asserts it is not essential to employ every intelligence in every lesson plan. Thus, teachers don't have to teach something using all nine intelligences and they should decide on which the most effective way in teaching the lesson. Using all types of intelligences may be change the ultimate goal in teaching.

So, Baum, Viens and Slatin (2005, p37) assert that:

> "Applying MI theory is not about making the end goal or about teaching everything in eight different ways. Rather MI theory is a means to an end. The starting block is the set of goals toward which the theory will be applied. It is fundamental to identify goals first, and then consider how MI can assist in their attainment".

Traditionally, teaching writing pointed that students keep sitting on their desk turning pages or writing with a pen or pencil doesn't work for the high bodily kinesthetic student. But, other ways for teaching writing to consider the needs of students "who are movers, builders, touchers and squirmers". This means, teachers should talk out the traditional image of the silent motionless (Armstrong 2003, p.36:37).

According to visual intelligence, students are allowed to take time to visualize events or sketch as they read of literacy work as supplementary resource and students should supply a variety of color pencils for writing activities and provide paper in range of shapes and sizes. Moreover, teachers give students chance to illustrate their writing for example, have them do the drawing first then talking about their drawing after that writing a paragraph about the topic (Armstrong 2003, p.52).

As for intrapersonal intelligence, students write a sentence that begins with I, my or our and allow them to reveal something of their own lives and feelings, students work with emotion verb in constructing and reading new sentences and use writing funny sentences (Armstrong 2003,p.90).

But, interpersonal intelligence is related with talking aloud as the students write. Students are attempting to spell or speak aloud and talking themselves through plot sequence or a sequence of ideas and working in groups (Armstrong 2003, p.121).

The researcher suggests in her study that writing lessons used five multiple intelligences such as linguistic intelligence, visual spatial intelligence, logical mathematical, interpersonal intelligence and intrapersonal intelligence. Students were trained to use all of these intelligences to improve their writing ability. The researcher connects MI and six traits writing approach. First, ideas make students to have information about the topics and use these ideas in writing a paragraph or a composition. Ideas related to intrapersonal intelligence and visual spatial intelligence. Also, brainstorming is effective for generating ideas and it is related to verbal linguistic intelligence and intrapersonal intelligence. For organization, students learn to rank order of ideas. Rank ordering of ideas is important as a

good organization that will make the paragraph and composition run smoothly. In addition, rank ordering is related to logical mathematical intelligence. Word choice is related to verbal linguistic intelligence. Students used words related to topic. For sentence fluency, it is related to rank ordering, reading aloud, writing   sentences and metacognition. So, it is related to intrapersonal intelligence, interpersonal intelligence and logical mathematical intelligence. For writing conventions, it is not taught directly but through metacognition and it is related to visual spatial intelligence and intrapersonal intelligence (Eng & Mustapha 2010, p.57).

1.13-Benefits of MI

Giles et al (2011, p.5) cite many benefits for using multiple intelligences theory in the classroom such as,

1-As a teacher and learner you realize that there are many ways to be "smart".

2-All forms of intelligence are equally celebrated.

3-By having students create work that is displayed to parents and other members of the community, your school could see more parent and community involvement.

4-A sense of increased self-worth may be seen as students build on their strengths and work towards becoming an expert in certain areas.

5-Students may develop strong problem solving skills that they can use real life situations.

6-It reduces boredom (Arnold and Fonseca2004, p. 125).

7-MI helps low achiever find other potential strengths to achieve more success (Christison and Kennedy2001, p.1of 8).

Moreover, Larsen (2000, p.170) adds many benefits such as,

8-Students will become conscious of their intelligence.

9- MI facilitates acquiring languages though students are of a variety of levels.

1.14-MI – Interdisciplinary approach

Shuhan (2006,p.106) defines an interdisciplinary method of teaching is a holistic approach that links all of the learned disciplines by emphasizing all its relationships and connections in order to construct a project.

Smith & Karr-Kidwell (2000) point that the interdisciplinary approach starts with the disciplines and connects them with each other. Moreover, it is an approach that uses issue, problem , or theme to organize content.

In interdisciplinary teaching, educators apply methods and language from more than one academic discipline to examine a theme, issue, question, problem, topic, or experience. Interdisciplinary methods work to create connections between traditionally separated disciplines such as mathematics, the sciences, social studies or history, and English language arts (Coffey 2011,p.1).

Moreover, Barton and Smith (2000, P.54) suggest that interdisciplinary learning is especially important in the early grades so as to "provide authentic experiences in more than one content area, offer a range of learning experiences for students, and give students choices in the projects they pursue and the ways they demonstrate their learning." Barton and Smith explain that interdisciplinary units enable teachers to use classroom time more efficiently and address content in depth, while giving students the opportunity to see the relationship between content areas and engage in authentic tasks.

Krauz (2007,p. 8) emphasizes MI theory is an interdisciplinary approach designed to promote the best acquisition of foreign language not only in class but also in daily life. It is a group of suggested techniques the students are going to use to identify students learning style connected to the preeminent   intelligences students have, and to enlarge their abilities stimulating other abilities. Those techniques combine with interdisciplinary

work in which the foreign language acquisition is studied in various range of topics according to students interests and abilities. The multiple intelligence -interdisciplinary approach can be used in many different environments without significant adaptations because its aim is not any specific knowledge.

Moreover, Shuhan (2006,p.108) points that the multiple intelligences approach understands that the students and the teachers have different abilities connected to specific parts of the brain and there must be a wide range to touch and develop the widest range of possible intelligences in everyone. The interdisciplinary approach takes the knowledge into global view connecting many areas in every subject to promote a plurastic analysis. Practical application greatly enriches the production. The association of those two approaches completes a process of self growth which opens to totally different positions of the learner and the teacher as well as renewed experience in viewing the world. The students who are led into such a learning programme will have the most complete process of knowledge acquisition, growing intellectually, psychologically and culturally, independent of the subject.

Furthermore, the focus of the MI- interdisciplinary approach is not the teacher nor is the students only, the focus of that approach is knowledge acquisition. The methods and its work lead all the involved individual s to use particular abilities in collaboration to a group of work to dig up the knowledge from different areas to analyze every topic from varied angles and to produce new knowledge. This process involves certain personal values emphasize multiple intelligences. MI- interdisciplinary will motivate in the group respect for all human appreciation based on their abilities together with self respect through the encouragement to show the best of each one. MI- interdisciplinary tries to direct the

production of the students to their own interest areas it is done also thinking on preparing the students for their professional futures (Krauz 2007,p. 8).

Summary

It is observed that intelligence is one of the most distinguishing aspects of humans. So, it is given different definitions by different scholars such as Weinland (1957), Moyle (1968), Kail and Pellegrino (1985). Also, MI theory proposes as an encounter view against the IQ test which addressed mathematical and linguistic intelligences. MI theory has been widely used in education. Many teachers use it in their classes and in different subjects This was because it has suggested nine different intelligences (Gardner 1999, p. 34).. These ninth intelligences enable educators to create a productive and effective teaching-learning process through teaching students according to the intelligences they master (Lazear 1991, p.17) and (Larsen-Freeman 2000, p. 169).

<div align="center">**Part two**</div>

<div align="center">**Previous Studies**</div>

Introduction

This part of chapter two is divided into two parts. The first tackles studies that examined the effect of MI theory in writing. The second tackles studies that examined the effect of MI theory on EFL and ESL classrooms.

Studies used Multiples Intelligences in writing

Eng & Mustapha (2010)

This study aimed at investigating the application of multiple intelligences theory to improve the writing ability of students. The sample of this study consisted of 58 students in two urban national secondary schools in Malaysia. The experimental group consisted of 27 students and the control 29 students. In addition, the two groups were similar in characteristics and they have similar family, socio economic background and were from the same ethnic group. The experimental group was taught the five multiple intelligences related to writing: verbal- linguistic, logical mathematical, visual- spatial, interpersonal and intrapersonal. Students were also taught the five multiple intelligences strategies related to writing which were brainstorming, topic word association, rank ordering, mind mapping and metacognition. Both the experimental and control groups were given two compositions: a narrative and expository. After two months of training they were given a post test to find out whether there was any significant difference in writing ability of students. Writing ability was measured based on six trait analytic writing rubric. To analyze the collected data, paired sample T. test, ANOVA and MANOVA were used. Significant

improvement is seen in the overall writing ability of students and also in the six traits analyzed after two months of training. At the end, the researchers recommended that students should know their own multiple intelligences. By doing so, they can make use of their strength to improve their writing ability as well as the writing ability of others. Moreover, teachers should incorporate MI theory and strategies when teaching writing as the approach not only improves their writing but also makes the lesson more interesting and effective.

Marefat (2007)

The researcher aimed at discovering whether there is any relation between MI and students' writing product. The participants were 72 male and female Iranian undergraduate students of ages between 19-27 studying English literature and translation at Allameh Tabatabii University. These students were taking their writing course with the researcher. The instrument used Mckenzi (1999) s' MI inventory to identify the intelligence profile of the participants. The writing ability of the participants were determined by taking the average of 3 writing scores: midterm writing, one in class writing, one out of class writing and one out of class writing. The participants' average scores on three essays were used and Index of writing product. Regression analysis made it clear that MI theory had a positive role in improving students' writing product. Also, kinesthetic, existential and interpersonal intelligences are making the greatest contribution toward predicting writing score.   In fact, the researcher suggested that the important task in the new millennium is not to just hone our various intelligences and use them properly but figure out how intelligences and morality can work together to create a world in which a great variety of people will want to live.

Ansari and Varnosfadrani (2010)

The purpose of this study was to investigate: Is there any relationship between students writing revision strategies and their MI theory. The participants of this study were 73 female and male students that enrolled in two academic writing classes. They also were selected in English department at Isfahan University in Iran. To collect data, the researcher employed three instruments, an analytic scoring rubric, McKenzie's questionnaires and pre and post tests. The findings showed there was a significant relationship between the participants' writing strategies and their MI theory. It means those participants that have dominant interpersonal intelligence use strategies that are social and interactional. For example, they might ask a friend for help or they may get help from their teacher. Intrapersonal intelligence learners, on the other hand, tend to apply personal and individual strategies such as applying grammatical knowledge, checking in a dictionary, restructuring sentences and guessing. In addition, McKenzie's questioners used to determine the true dominant of MI. In fact, the applicability of MI theory in writing revision strategies is vivid evidence that MI theory can play a significant role in language teaching environments in general and in writing instruction in particular.

Fahim and Ansari (2006)

This study aimed at investigating if the type of feedback that EFL learners receive during process of writing paragraph can have any significant effect on their short or long term writing achievement. The participants of this study were 127 EFL students at Esfahan University. They were taking their writing courses with the second researcher. Four groups were formed: control group received tutor response; experimental group A, peer response;

experimental group B, self response; and experimental group C alternate responses (teacher, peer, and self). The instruments employed in this study were the standard proficiency test (TOEFL), a teacher / peer/ self assessment checklist and a questionnaire on learners' background learning experiences. Analytic marking was also another instrument used for scoring the students' papers. The result of this study showed that providing students with alternate/ triadic responses can lead to short and long term improvement in their writing achievement. Therefore, teacher, peer, and self responses all contribute to the development of learners' writing skill. The study, further, proves that MI oriented approach adopted in teaching writing can have positive effects on students writing achievement and keeps effective till the end of the course.

Comments on the previous study (A)

Investigating the above mentioned studies, the researcher concluded the following:-

All the studies agreed that there were failure in students writing through most of subjects lived in non native speaker to English language. Moreover, all of the above studies indicated that MI based had a great and positive effect on students' writing. According to these studies, the students were taught according to their strength in the multiple intelligences they master. So, these studies recommended the implementation of MI based teaching and activities. Thus, the current study used an MI based programme which included a student book with MI lesson plan elaborating classroom interaction and activities. Each study from the above doesn't study EFL skills in general because ELS(speaking, reading, listening and writing) are very broad variables to be examined.

Based on this, the researcher should choose one skill or sub skills to be more accurate, reliable and specific.

The present study investigated one specific skill , that is, writing and it is in agreement with Lin Eng & Mustapha (2010) in using theory of writing six traits writing approach (ideas, organization, voice, word choice, word fluency and conventions. But, Marefat (2007) tries to discover that Is there a relation between MI theory and writing so he used process writing as sub skill. Similar to this study, Ansari and Varnosfadrani (2010) used process writing or revision strategies. Unlike, Fahim and Ansari (2006) if the type of feedback that EFL learners receive during process of writing paragraph can have any significant effect on their short or long term writing achievement.

Concerning the tools, these studies used varied and differentiated tools from one study to another for example, Lin & Mustapha (2010) used only post test. Marefat (2007) & Ansari and Varnosfadrani & Ansari (2010) used McKenzie's (1999) questionnaire inventory , analytic scoring rubric and pre and post tests. Fahim and Ansari (2006) employed proficiency test (TOEFL) teacher peer self assessment checklist and questionnaire on learner back ground learning experience. The current study used pre and post tests to identify group's equivalence and after intervention achievement and weekly quizzes to write as a formative evaluation follow up students' progress. All of the above studies used experimental expect Marefat (2007)   and varied tools in order to achieve more reliable finding. The researcher used to groups of participant: an experimental group and control one. Thus the difference in result between both groups whether positively or negatively can be attributed to the intervention made.

B) Studies used Multiple Intelligences on EFL and ESL

Haboush (2010)

To investigate the effectiveness of a suggested programme based on multiple intelligences (MI) theory for improving eighth graders' English reading comprehension skills. The researcher used the target skills skimming, scanning, making inferences, knowing the meaning of words through context and sequencing. The subjects of this study were 65 EFL male students studying at Al Zaitoun Preparatory 'A' Boys school which is run by UNRWA in Gaza. The subjects were divided in to two equivalent groups: a control group, 32 students, and an experimental one, 33 students. According to the instruments, an achievement test and weekly quizzes were administrated. The researcher used pre test to prove groups equivalence. Besides, the researcher used a post test to measure any possible differences between the target groups. The results indicated that there were statistically significant differences between both groups, favouring the experimental one only in skimming scanning and knowing the meaning of words through context due to the programme implemented. According to other skills, there were no differences observed. This was attributed to the fact that making inference and sequencing are types of higher order thinking skills that needed much more time to be mastered. Also, it is attributed to the bad psychological case the students had passed through aggressive war on Gaza. In addition, it is because students know the results of the post test wouldn't be calculated in their school transcripts. Moreover, the study revealed that the program had an effect size to the experimental group. To conclude, the researcher recommended the use of MI theory on other language skills and other school subjects as well.

Chen (2004)

The purpose of this study was to examine the effect of using MI theory in large computer-assisted EFL classes on students' general abilities in four skills. In addition, the study aimed at changing the teaching learning process from a teacher centered into a learner centered because the large classes were problematic and they were teacher centered. The researcher used 100 EFL Taiwanese university students to conduct this study and divided students into two classes each class consisted of 50 students. Also, each class were divided into seven groups where each adapted a specific intelligence. The participants were requested to use multimedia to perform some activities for example, role plays, presentations of any topic and describing photos of any one. To collect data, the researcher used a midterm exam, final reading comprehension exams and classroom observation then data collection analyzed. The findings pointed out MI based teaching are effective to promote students centered learning. Moreover, students were very active and highly motivated and there was improvement in four skills.

Tahriri and Yamini (2010)

 The purpose of this study was to investigate the effectiveness of implementing MI inspired instruction in an EFL context. The subjects of this study were ten intermediate female students. They were randomly selected from Allameh Tabatabae language center in Rasht, Iran and they took part in a quasi-experimental study. At the beginning of the experiment, multiple intelligences survey administrated to determine the participants' MI profiles. Then, the participants were pretested using Oxford Placement Test (OPT) to determine their level of proficiency. During the control phase, the participants received so-

called 'MI-poor' instruction which mostly focused on verbal linguistic type of intelligence among others. During the experimental phase, variety of activities was implemented to invoke various types of intelligences. At the end of both control and experimental phases, OPT along with Headway Stop and Check tests were administered. OPT was administrated to determine the participants' general progress and Stop and Check tests were given to trace any possible specific progresses. The findings of the study revealed a significant performance on Stop and Check tests which was indicative at least partial effectiveness of implementing MI- inspired instruction. The researchers recommended that it hopefully invites instructors to get closer and address MI in their classrooms in order to enrich their classes with diversity and hence empower language learners.

Abdulkader, et. al (2009)

The study aimed at investigating the effectiveness of multiple intelligences based program on improving certain reading skills in 5th year primary learning disabled students. The researchers used 60 fifth grade students to participate in this study. The participants were studying at Kafr ELSheik governorate in Egypt. Furthermore, participants were initially identified by their teachers as having reading disabilities and students were randomly classified into groups: experimental (n=30, 23 boys, 7 girls) and control (n=30, 21 boys and 9 girls). In addition, the two groups didn't differ in age, IQ, word recognition and reading comprehension (pre- test). To measure the differences between the two groups, the researcher implemented the same test (pre test) as a post test. The findings of the study showed that the experimental group gained more achievement in the word recognition and the test of reading comprehension skills. To sum up, the researchers recommended the use of MI theory in education in general and in teaching reading comprehension in particular.

Mahdavy (2008)

The subjects of this study were 151 Iranian University at English language department. All participants, 151, took an MI questionnaire and TOEFL test and 117 out of the 151 took an MI questionnaire and IELTS test to examine the relationship between MI theory and students' listening test score. Afterwards, the questionnaire and the tests scores were analyzed. The analysis of data indicated that students of both groups obtained the highest mean scores in interpersonal intelligence and the lowest mean scores in naturalist intelligence. The analysis revealed positive correlation between MI questionnaire scores and both TOEFL and IELTS listening scores. But the intelligences had no significant contribution to students' performance on both tests only linguistic intelligence had significant contribution.

Armstrong and Rentz (2002)

Two classes (1st grade and 8th grade) in central Illinois in USA demonstrated lack of motivation and deficiencies in listening, movement and memory retention. The researchers identified the problems of the study through a teacher questionnaire, teacher checklists and an assessment pre test. In addition, the researchers implemented these instruments an MI based project, authentic assessment and brain based learning to solve the research problems. The data collected through a post test and observation checklists to measure motivation revealed significant increase and development in listening skills, motivation and memory retention.

Gaines and Lehmann (2002)

This M.ed action research aimed at improving students' performance on reading comprehension through using Gardner's MI theory. The researchers used two fourth grade classes from different schools in USA. The problem of the four-month study lied in that students lacked appropriate and sufficient reading sub skills to enable them construct meaning from texts. The sub skills were connecting texts to prior knowledge, making predictions, questioning, visualizing, inferring, skimming, synthesizing and using contextual clues to guess meanings of word. The researchers used survey, teacher constructed test, district adopted tests, Illinois Standard Achievement Tests, Burns and Roe's Informal Reading Inventories and anecdotal records. The findings showed there is a significant improvement in students' performance in reading comprehension.

Comments on the previous study (B)

All of the above mentioned studies have many similarities and differences. For example, all of the studies are in agreement in term of the independent variable used MI theory. But, they are different in term of the dependent variable. Haboush (2010) worked on reading comprehensive skills, Chen (2004) worked on four skills listening, reading, speaking and writing, and Yamini & Tahriri (2010) aimed at investigating EFL context, Abdulkader et al (2009) worked on reading skills, Mahdavy (2008)) and Armstrong and Rentz (2002) working on listening skills and Gaines and Lehmann investigating reading comprehension.

Furthermore, there are some studies that used the same research type and others used different types. Haboush (2010), Chen (2004), Yamini & Tahriri (2010) and Abdulkader et all (2009) used the experimental type of research. They used experimental and control

groups. The current study is in agreement with those studies in this regard. The following ones Mahdavy (2008) and Armstrong and Rentz (2002) used the descriptive types of research. Moreover, all the studies achieved their goals and documented significant improvement due to implementation of MI.

Conclusion

In short, this chapter divides in two parts. The first part The first is theoretical frame work that is concerned with issues related to writing such as definitions, reasons for teaching writing, teaching writing, writing problems facing EFL learners, solutions to these problems, writing in English for Palestine, six traits writing approach and traditional approach for teaching writing, other issues related to intelligences such as definitions, IQ and intelligence, Turstone's view, development of MI theory, criticism of MI theory, comparison between traditional view of intelligence and MI theory, types of multiple intelligences in MI theory, five multiple intelligences in detail, MI theory and education, comments of using MI based teaching, MI theory and language teaching and learning, MI theory and writing, benefits of MI and MI interdisciplinary approach. The second part discusses 4 previous studies that other researchers have conducted in concern with MI theory and writing and 7 studies have conducted in concern with MI theory and EFL and ESL. Brief details are given and suggestions as well as recommendations of their studies are drawn through the discussion. Then the researcher presents her comments on those previous studies.

Chapter III

Methodology

Chapter III

Methodology

Introduction

This chapter describes the procedures the research has gone through. It gives a thorough description of the methodology of the study, the population, the sample, the data collection tools and the statistical treatment of the findings.

1-Type of research design

The researcher adopted the experimental approach of research due to the nature of the research which aimed at finding a suggested program based on multiple intelligences for enhancing students writing ability. To achieve the aim of this study, two groups were chosen, an experimental one and a control one. The experimental group was taught writing through multiple intelligences based programme which activated a variety of students' intelligences in each lesson. And the control group was taught writing through the traditional method which focused on giving students model in writing without focusing on activating students' intelligences.

2-Population of the study

The population of the study consisted of all ninth female students enrolled at UNRWA schools in Rafah, 3220 students.

3-The study Sample

The representative sample of the study consisted of 72 grade nine students divided into two classes at Rafah Prep "B" Girls School. One of the classes represented the control group of 37 students; and the other represented the experimental one of 35 students.

4-Research instrumentation

In order to collect the data that help achieve the aim of the research, the researcher employed the following tools:

1-An achievement test (pre and post test).

2-Content analysis

3-An MI based analysis of writing lessons.

4.1_Designing the achievement test (pre and post test)

Designing the test passed through the following steps.

4.1.1_Aims of test

The test, appendix (1) aimed at measuring the achievement of the control group and that of the experimental one. Being used as a pre test, it aimed at proving that both groups were equivalent in terms of English writing ability according to six traits approach. Then being used as a post test, it aimed at identifying any possible progress and difference in achievement of both groups.

4.1.2_Validity of the test

It was proved valid according to:

a. Content validity of the test:

The test was designed according to table of specification. To design such a table, the researcher looked at many studies that designed table of specification to know how to build a test. The researcher analyzed the activities and exercises of writing lessons latent in Grade Nine English textbook. Also, the researcher adopted the inter-rater type of reliability to assure the reliability. Therefore, a teacher of English language works at UNRWA analyzed the same activities and exercises. Both analyses encompassed both the student book, work book and teacher book. The following equation was used to compute the Coefficient of Reliability (CR) between both analyses.

CR=2M/ (N1+N2)   CR: Coefficient of Reliability.

M: the number of the agreed categories during analysis.

N1+N2: the summation of analysis categories (Holistic, 1969, p.192).

Table (3.1) shows the overall frequencies of analyzed six traits approach and the CR.

Table (3.1)

The overall frequencies of analyzed six traits approach and the CR

Writing ability (six traits writing approach)	Researcher		Teacher of English language		Coefficient of Reliability CR
	Freq	Percent	Freq	Percent	
Ideas	50	44.6%	51	46%	98%
Organization	24	21.4%	23	21%	95.8%
Voice	8	7.1%	7	6%	87.5%
Word choice	6	5.4%	5	4.5%	83.3%
Word fluency	10	9%	11	10%	90.9%
Conventions	14	12.5%	14	12.5%	85.7%

Table (3.1) shows that all reliability coefficients are high and acceptable, which means that the analysis is reliable and applicable.

In fact, the percentages of the analyzed six traits writing approach (writing ability)were reflected in the pre test but the researcher found that six traits writing approach (writing ability) needed some modification when designing the test to get rid of halves and quarters of items. So, the final percentage in the following table of specification, table (3.2).

Table (3.2)
Table of Test Specification

Six traits writing approach / Tests Qs	Ideas 43.75%	Organization 18.75%	Voice 6.25%	word choice 6.25%	Word fluency 12.5%	Conventions 12.5%	Total 100%
Q1	2 T. items 4M 12.5 %	1T. item 2M 6.25%	1T. item 2M 6.25 %	----------	----------	---------------	25% 8M. 4T.items
Q2	2T. items 4M 12.5 %	1T. item 2M 6.25 %	----------	----------	----------	1T. item 2M 6.25%	25% 8M. 4T.items
Q3	2 T. items 12.5 %	1 T. item 6.25 %	---------	---------	1T. item 6.25%	--------------	25% 8M. 4T.items
Q4	1 T. item 6.25 %	-------------	---------	1T. item 6.25 %	1T. item 6.25%	1T. item 6.25	25% 8M. 4T.items
Total	43.75%	18.75%	6.25%	6.25%	12.5%	12.5%	100% 32M. 16T.items

b. Referee Validity

The researcher refereed the test by panel of specialists in English language and methodology at The Islamic University, supervisors and experienced teachers. See appendix (2). Some modifications were made according to their recommendations.

C. Internal Consistency Validity

The researcher used Pearson Correlation Coefficient to compute the internal consistency of the test items. To measure such validity, Pearson Correlation computed the correlation of the following: the items with their domains, the items with the total test and the domains with the test as a whole. Table (3.3) describes the internal consistency of the test.

(3.3)

Internal Consistency Validity of the Test

Domain	Item	Correlation with domain	Correlation with test	Item	Correlation with domain	Correlation with test
Ideas	1	**0.830	**0.798	2	**0.701	**0.766
	5	**0.815	**0.690	6	**0.838	**0.732
	9	**0.634	*0.457	10	**0.727	**0.634
	13	**0.703	**0.663			
Organization	3	*0.427	**0.558	7	**0.731	*0.397
Voice	4		*0.384			
Word choice	8	**0.671	*0.388	16	**0.678	*0.367
Word Fluency	11	**0.950	**0.723	14	**0.956	**0.648
Conventions	12	**0.794	*0.404	15	**0.836	**0.660

(*) the correlation coefficient is significant at (0.05) level. (r table= 0.361)
(**) the correlation coefficient is significant at (0.01) level. (r table= 0.463)

In addition, the researcher computed the correlation of the test domains with the test as a whole. Table (3.4) describes the results.

Table (3.4)

Internal Consistency Validity of the Test

Domain	Correlation with total
Ideas	**0.902
Organization	*0.429
Voice	*0.384
Word Choice	**0.560
Word Fluency	**0.718
Convention	**0.660

(**) the correlation coefficient is significant at (0.01) level.(r table= 0.463)

Looking at the tables (3.4), one notices that all the correlations are significant at 0.05 or 0.01 levels. This means, the test has internal consistency validity.

4.1.3_Reliability of the test

Reliability:-Mackey and Gass (2005, p. 128) define reliability as "instrument consistency". That is, if a student gets a high mark in a certain subject test, it will be expected that he will also receive a high mark if she takes the same test.. So, the researcher computes the test reliability coefficient through:

1-Kuder Richardson: (K-R20) depends on calculating the percentages of the correct answer to the items and on the variance of every item.

2-Split Half Method:

It depends on splitting the test into two parts, and calculating the correlation between the parts, then making a correction for the correlation coefficient by Spearman–Brown Prophecy Formula (Abu Hattab & Sadeq, 1980, p. 14).

Table (3.5) describes (KR20) and Split half coefficients for the test domains.

Table (3.5)

(KR20) and Split half coefficients of the test domains

Test Domains	(KR20) coefficient	Split half coefficients of the test domains
Ideas	0.841	0.895
Organization	0.654	-
Voice	0.533	-
Word Choice	0.548	-
Word Fluency	0.818	-
Conventions	0.623	-
The total test	0.849	0.865

According to Odah (2002, p.170), the results show that the reliability coefficients are acceptable because they are above 0.70. This means, the test is reliable and valid to apply.

4.1.4_Description of the test items

The test questions were 4 making 16 test items consisted of 4 items where each items received 2 marks and represented 6.25% of the overall percentage. So, the total marks given to the test were 32.

Question 1 consisted of three questions. The first one had 2 test items. Item 1 was matching the verbs with the pictures and writing sentences as example 1 in a test and item 2 required students to write a paragraph about Mike project by using some conjunctions. These items were examining ideas. Question 2 required students to arrange certain sentences to make a paragraph so it was examining organization. Question3 was completing a dialogue about a situation in the restaurant by using a menu it was examining students' voice.

Question 2 consisted of three questions. Question 1 was writing an email. The test provided students with ideas about an email so this question was examining ideas. Question 2 required students to write a paragraph about Sarah according to the information in table. The last question is conventions. Student should edit some mistakes in a short paragraph.

Question 3 consisted of 3 questions. The first one consisted of 2 items. The first one was a picture. Students should answer the first item according to the picture but the second item students should write a paragraph about the picture so these items were examining ideas. The second one was filling the gaps by using words and conjunction between brackets to examine organization. The third one was writing rules according to the pictures and words this question was examining word fluency.

Question 4 consisted of 4 questions. Question 1 was a picture and words related to the picture to help student to write a paragraph about the picture. This question was examining ideas. Question 2 was using words to fill in the blank space so question 2 examined word choice. Question 3 was writing three sentences by using 3 words to examine word fluency. The last question is conventions. Student should edit some mistakes from two sentences.

4.1.5_The experimentation of the test

In fact, in order to examine the suitability and appropriateness of the test in terms of time, difficulty and discrimination coefficients, the test was conducted (as a piloting test) on a randomly selected group of 30 female students who had similar characteristics to the target groups, control and experimental. These three groups studied at the same school, Rafah Prep B girls' school in Rafah and the students were from the same cultural and environmental background.

The researcher used the following equation, computed the test time.

The test time =

The time needed for the 1st student to leave the room+ the time needed for the last student to leave the room
2

After applying the equation, the researcher found that the time needed for the pre-test to be applied was 80 minutes.

The difficulty Coefficient of a test was computed according to the following equation. (O`dah, 2002, p.125).

Difficulty Coefficient =

$$\text{Difficulty Coefficient} = \frac{\textit{No. of the correct responses to an item}}{\textit{No. of the students who responded to the same item}}$$

The discrimination Coefficient of a test item is computed according to the following equation (O`dah 2002,p.127).

$$\text{Discrimination Coefficient} = \frac{\begin{array}{c}\textit{No. of correct answers to an item in the high –achieving group –}\\ \textit{No. of the correct answers to that item in the low achieving group}\end{array}}{\textit{No. of the students in one group}}$$

Table (3.6) describes these Coefficients:

Table (3.6)

Difficulty Coefficient and Discrimination Coefficient of the Test Items

Item	Difficulty	Discrimination	Item	Difficulty	Discrimination
1	0.61	0.28	9	0.44	0.56
2	0.68	0.44	10	0.59	0.67
3	0.32	0.61	11	0.56	0.39
4	0.35	0.56	12	0.67	0.44
5	0.33	0.67	13	0.52	0.56
6	0.58	0.50	14	0.59	0.67
7	0.45	0.61	15	0.64	0.67
8	0.39	0.33	16	0.59	0.39

The table above shows that the difficulty factor for the test items was between (0.20 – 0.70), which is statistically acceptable because it's in the acceptable range 20%-80% according to the statistical indicators. (Abu lebda1982,p. 339).

The discrimination factor also is in the acceptable range, it was above 20% for all test items (Zayoud & Elyan 1998, p.172). So, the test items had good difficulty and discrimination factors.

5_MI based analysis of writing lessons

Adopting MI analysis card from Haboush (2010,p.150), appendix (3), the researcher analyzed the activities and exercises of writing lessons of students' book, work book and teacher book according to that card. At the end, the researcher reached the following conclusions shown in table (3.7).

Table (3.7)

Result of MI Based Analysis of the activities and exercises of writing lesson

Intelligence	Frequencies	Percentage
Linguistics	70%	67.30%
Logical Mathematical	10%	9.6%
Visual Spatial	10%	9.6%
Bodily Kinesthetic	-------	---------
Interpersonal	6%	5.8%
Intrapersonal	8%	7.7%
Naturalist	---------	-------
Musical	---------	------
Existence	--------	-------
Total	104	100%

The researcher adopted intra rater type of reliability to emphasize the reliability of the analysis. Intra rater reliability refereed to one researcher evaluation of data to emphasize that researcher would judge the data in the same way at different times (Mackey and Gass, 2005, p.129). So, the researcher analyzed the same activities and exercises a month later.

Table (3.8)

Result of MI Based Analysis of the activities and exercises of writing lesson

Intelligence	Frequencies	Percentage
Linguistics	69%	66.3%
Logical Mathematical	11%	10.6%
Visual Spatial	10%	9.6%
Bodily Kinesthetic	-------	---------
Interpersonal	6%	5.8%
Intrapersonal	8%	7.7%
Naturalist	---------	-------
Musical	---------	------
Existence	--------	-------
Total	104	100%

The researcher used the following equation to compute the Coefficient of Reliability (CR) in both analyses.

CR=2M/ (N1+N2)

CR= Coefficient of Reliability, M=the number of the agreed categories during analysis and

N1+N2= the summation of analysis categories (Holistic, 1969, p.142).

Table (3.9)

Frequencies and CR of MI Based Analysis of Writing Exercises

Intelligence	First analysis	Second analysis	Coefficient of Reliability (CR)
Linguistics	70	69	98.5%
Logical Mathematical	10	11	90.9%
Visual Spatial	10	10	100%
Bodily Kinesthetic	---------	-------	--------
Interpersonal	6	6	100%
Intrapersonal	8	8	100%
Naturalist	------	-------	-------
Musical	------	-------	--------
Existence	------	------	--------

Table (3.9) shows that all the reliability coefficients are high and acceptable which means that the analysis is reliable.

The researcher reached from the analysis that the findings are similar to the traditional view of intelligence that linguistic and mathematical intelligences dominate. So, Abdulkader et al (2009,p.675) point that "all levels of learning are devoted to and depending on linguistic and mathematical abilities as the curricula planners believe in the factor which is measured by the intelligence tests". The researcher aimed at activating five types of multiple

intelligences which are linguistics intelligence, logical Mathematical intelligence, Visual Spatial intelligence , Interpersonal intelligence and Intrapersonal intelligence. The choice of these intelligences was suggested to use in this study because six traits writing approach used these five intelligences.

6_Suggested programme

In this chapter, the researcher exposes a description of the suggested programme, appendix (4) in term of its definition, objectives, resources/ teaching and learning aids, content, evaluation, validity and time.

6.1_Definition of the suggested programme

Educators have given instructional programme many definitions. Good (1998, p.613) defines the programme as " a group of well designed activities that aim to develop the knowledge, attitudes and skills of learners, promote their competences, guide their thinking and improve their work performance". In addition, Afana (1998, p. 75) points that the instructional programme is an organized educational unit that consists of a group of activities, experiences, techniques and means of evaluation to develop certain skills. Moreover, a suggested programme is a teacher's well-designed competences and experiences. Competences are used for training and teaching but it is important to take into account a specific level of performance. Furthermore, the programme is based on systematic organized elements such as, importance, objectives, content, learning activities, teaching and learning aids and evaluation (Alfara, 1988, p.175).

To sum up, a suggested programme is designed as learning activities that aims to develop knowledge, attitudes, skills, thinking of the learners and intelligences through selected

content, instructional aides, learning resources, activities and constant process of evaluation.

6.2-Programme Objectives

6.2.1-General aim:-

The programme aims at enhancing and improving grade nine students' English writing ability through the use of MI theory.

6.2.2_Specific aims:-

At the end of the lessons, students should be able to:-

1-Read different types of pictures and texts to get ideas about the topic.

2-Read different types of questions, answer them and arrange the answer logically to make a paragraph as a result of using linkers.

3-Write an opinion or remark about the topic.

4-Use different words related to the writing topics.

5-Build good sentences that are varied in structure and length.

6-Re write the exercises correctly and what the students write correctly.

6.3_Programme Principles

Haboush (2010, p.96) points out many principles that agreed with the researcher programme principles. In order to achieve the objectives of the programme, some essential principles were taken into account:-

1-Individual differences among students were taken into account when designing the activities and exercises.

2-The exercises were gradually introduced in terms of ease and difficulty.

3-The exercises presented a variety of questions addressing and reflecting the target writing ability using six traits approach.

4-The exercises presented a variety of questions addressing and reflecting different intelligences.

5-The programme provided a variety of resources of teaching learning aids.

6-The programme was students-centered and the teacher was a facilitator, guide and director.

6.4 _Procedures of building the programme

The programme passed through the following steps:-

1-The researcher implemented a diagnostic test/ pre test.

2-The researcher gathered information related to the present study that helped in designing and identifying the programme's definition, objectives, content, resources, activities, techniques and evaluation.

3-The third step refereed to the actual teaching learning classroom activities and procedures aiming at achieving the programme's objectives and providing opportunities for students to participate. Also, the researcher employed students' center techniques inside the classroom.

4- The fourth step indicated both means of evaluation formative and summative. This was to provide a clear picture of how the progress was going on step by step.

6.5_Teaching- learning aids

To create an effective teaching- learning process and to achieve the aims of programme, the researcher used the following resources- teaching aids:-

Blackboard, student's book, pictures, LCD, objects, coloured pencils, drawing papers and work sheet.

6.6-Programme content

The programme, as shown in appendix (4) indicated two sections: students' book, lesson plan section.

1-Students' book

 1-The student book consisted of two main sections:-

   a. **Topics:** they were five writing topics adopted from English for Palestine Grade 9 student's book. Each topic represented one lesson to be taught in two periods where each period's estimated time was 45 minutes.

   b. **Exercises:** they were created and designed by the researcher reflecting the target intelligences and serving the target writing ability as well. They addressed individual differences in term of ease and difficulty.

2-Lesson plan:

The lesson plan of each lesson explained the classroom procedures and activities that took place among the elements of the classroom environment such as a teacher, students, books and teaching learning aids. In addition, it identified the roles of each element and organized the time among the activities. The lesson plan facilitated the teacher role to move from one activity to another.

6.7_Programme time –plan:

The time of implementing the programme is shown in table (3.10)

Table (3.10)

Time Distribution in Each Lesson

Lessons	Title	Time	
1	Writing an email	45 Min	45 Min
2	Writing a paragraph about Istanbul city	45 Min	45 Min
3	Writing report 1 Sami progress report	45 Min	45 Min
4	Writing report 2 Healthy heart	45 Min	45 Min
5	Writing a postcard from Istanbul	45 Min	45 Min

According to the table (3.10), each lesson has 90 minutes to be accomplished and divided into two teaching periods so each period has 45 minutes. Thus, the programme requires 10 teaching periods to be accomplished in five weeks.

6.8_Description of students:

 The students who participated in this programme were all in grade nine nearly 14 years old. Thus, all had 8 year experience of learning English. Moreover, the majority was from the same cultural, social and economic background.

6.8.1_Controling the variables:

Mackey and Gass point out (2005, p.128) that "it would be important that each group of student be relatively homogenous. Were they not homogeneous, can't be sure about the source of the result". To avoid any marginal interference that may affect the results of the study, the researcher tries to control the following variables:

6.8.1.1_Age variable:

The researcher recorded the students' ages from the school's files at the beginning of the school year (2011-2012). The mean and the standard deviation were calculated for each group, and then T-test was used to measure the statistical differences. Table (3.11) shows the comparison between the two groups of the sample concerning the age variable.

Table (3.11)
T-test results of controlling age variable

Domain	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Age	**Experimental**	35	14.496	0.231	0.053	0.958	not sig.
	Control	37	14.499	0.240			

(*) the critical value of t-test at 0.05 level (DF=70) = 2.00
(**) the critical value of t-test at 0.01 level (DF=70) = 2.66

Table (3.11) shows that the computed (t) value, 0.053, is less than the table (t) values. This shows that there is no significant difference between the control and the experimental groups in terms of their ages.

6.8.1.2- General achievement in English language:

To emphasize the equivalence of both groups the experimental and the control in the general achievement in English language, T-test was used to measure the statistical differences between the two groups. The study depended on the total average of the sample member's achievement in the second term exam at the end of the previous year (8th grade) that was recorded from the school's files. Table (3.12) shows the results.

Table (3.12)
T-test results of controlling of general achievement in English language variable

Domain	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
General achievement in English	Experimental	35	75.857	11.220	0.271	0.787	not sig.
	Control	37	75.162	10.542			

(*) the critical value of t-test at 0.05 level (DF=70) = 2.00
(**) the critical value of t-test at 0.01 level (DF=70) = 2.66

Table (3.12) shows that the computed (t) value, 0.271, is less than the table (t) value. This shows that there was no significant difference between the control and the experimental groups in terms of their English marks of the last-year final test.

6.8.1.3_Group Equivalence in Term of the Pre- Test Marks:

The researcher designed an achievement test to be a pre and post with 16 items, covering the six traits writing approach.

The researcher compared the control and experimental groups after the pre test to ensure the equivalence of the two groups before applying the experiment. Table (3.13) shows the findings.

Table (3.13)

Group Equivalence in Term of the Pre- Test Marks

Six Traits Writing Approach	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level
Ideas	Experimental	35	5.543	3.293	1.484	0.142	not sig.
	Control	37	4.378	3.361			
Organization	Experimental	35	2.657	0.938	1.553	0.125	not sig.
	Control	37	2.297	1.024			
Voice	Experimental	35	1.229	0.731	0.064	0.949	not sig.
	Control	37	1.216	0.886			
Word choice	Experimental	35	2.657	1.187	0.341	0.734	not sig.
	Control	37	2.568	1.042			
Word fluency	Experimental	35	0.600	1.193	1.808	0.075	not sig.
	Control	37	1.081	1.064			
Conventions	Experimental	35	2.429	1.539	0.717	0.475	not sig.
	Control	37	2.162	1.608			
Total	Experimental	35	15.114	6.244	0.983	0.329	not sig.
	Control	37	13.703	5.939			

(*) the critical value of t-test at 0.05 level (DF=70) = 2.00
(**) the critical value of t-test at 0.01 level (DF=70) = 2.66

Table (3.13) shows that the computed (t) value 0.983, is less than the table (t) value. This showed that there is no significant difference between the control and the experimental groups in terms of the pre test.

6.8.1.3_Teacher variable:

Experimental and control group were taught by the same teacher, the researcher. This was to prevent any other factors related to the difference in the teachers from affecting the result.

6.8.1.4_Time variable:

Experimental and control groups received five- week instruction. The control was taught traditionally. The students were exposed to model in writing then students write a paragraph about the topic but the experimental group was taught through the use MI based program

6.9-Programme evaluation:

The programme passed through different kinds of evaluations, formative and summative. The teacher gave quizzes after each lesson to represent the formative evaluation in order to increase students' participation and find out to what extent their writing is correct. At the end, the researcher used post test to measure the differences in achievement between the experimental and the control group.

7. Procedures of implementing the programme:

-The researcher gave the students an idea about the six traits writing approach, MI theory and how they are beneficial in helping them to enhance their writing ability.

-Students were allowed to work together during teaching.

-The researcher provided students with help and modeling, then students worked in pairs. The teacher moved around offering help as necessary.

-The five intelligences were employed in all lessons.

- For constant feedback, the students were provided with formative evaluation sheet after each lesson.

8. Research procedures

The researcher followed the following procedures to achieve the aims of this study:

-Reviewing literature and previous studies to benefit from their samples, tools, methodology, results and recommendations.

-Identifying the instrument of the study.

-Using six traits writing approach.

-Designing the achievement test (pre and post) and refereeing its validity and reliability.

-Developing and refereeing MI based programme in order to be applied on the experimental group.

-Obtaining permission from the Islamic University of Gaza and UNRWA to carry out the study.

-Conducting the pre test to make sure that the two groups are equivalent.

-Applying the suggested programme.

-Conducting the post test and using statistical analysis.

-Providing suggestions and recommendations in the light of the results of the study.

Chapter IV

Results: Analysis of Data

Result and Data Analysis

1-Introduction

The study aimed at examining the effect of MI Based programme for enhancing ninth graders' English writing ability. In this chapter, the researcher presents the results of implementing MI based programme

The findings of the research will be discussed in relation to the research questions. Hence, the researcher will use various statistic formulas such as means of frequencies, percentages and t-test to present the final results of the collected data. Tables and bar graphs will be also used to clarify and show the data.

Furthermore, effect size through (η2) will be used to measure the extent to which the independent variable, the suggested programme, affects the dependent variable, the experimental group's achievement.

2-Formative evaluation results:

Before intervention, the equivalence between the control and experimental groups was ensured in terms of the targeted English writing ability: ideas, organization, voice, word choice, word fluency and convention. During implementation of the programme, the researcher conducted formative evaluation quizzes on both groups to measure any possible progress and differences in students' achievement step by step appendix (6). At the end of the programme, the researcher conducted five formative evaluations.

Table (4.1) shows the findings of those evaluations.

Table (4.1)

The percentages that each writing ability obtained in the formative evaluation of the
control group

Six traits writing Evaluation	Ideas	Organization	Voice	Word choice	Word fluency	Conventions
Evaluation 1	66.22	55.41	40.54	50.00	47.30	40.54
Evaluation 2	54.05	54.05	51.35	50.00	47.30	40.54
Evaluation 3	54.05	50.00	45.95	48.65	48.65	39.19
Evaluation 4	54.05	52.70	50.00	45.95	48.65	40.54
Evaluation 5	52.70	51.35	51.35	47.30	47.30	40.54

Table (4.2)

The percentages that each writing ability obtained in the formative evaluation of the
experimental group

Six traits writing Evaluation	Ideas	Organization	Voice	Word choice	Word fluency	Conventions
Evaluation 1	74.29	71.43	65.71	70.00	70.00	38.57
Evaluation 2	82.86	74.29	71.43	72.86	72.86	62.86
Evaluation 3	71.43	74.29	71.43	71.43	72.86	60.00
Evaluation 4	80.00	80.00	78.57	77.14	71.43	67.14
Evaluation 5	85.71	81.43	81.43	81.43	77.14	65.71

In this part of the discussion, the researcher presents the results of the first type of evaluation,

formative, conducted on both groups. Tables (4.1) and (4.2) show the percentages of the students

who passed the quizzes items which represented those skills. Evaluation 1 of both groups indicated

that the experimental group showed improvement. The improvement was very clear and covering all writing ability, it encouraged the researcher to continue and proceed on her study. This improvement continued in the second, third, fourth and fifth evaluations in all writing ability (six traits writing approach).

The following figures (4.1) and (4.2) help readers make a quick and easy comparison between both groups in all skills and evaluations.

Figure (4.1)

Formative evaluation of the Control Group
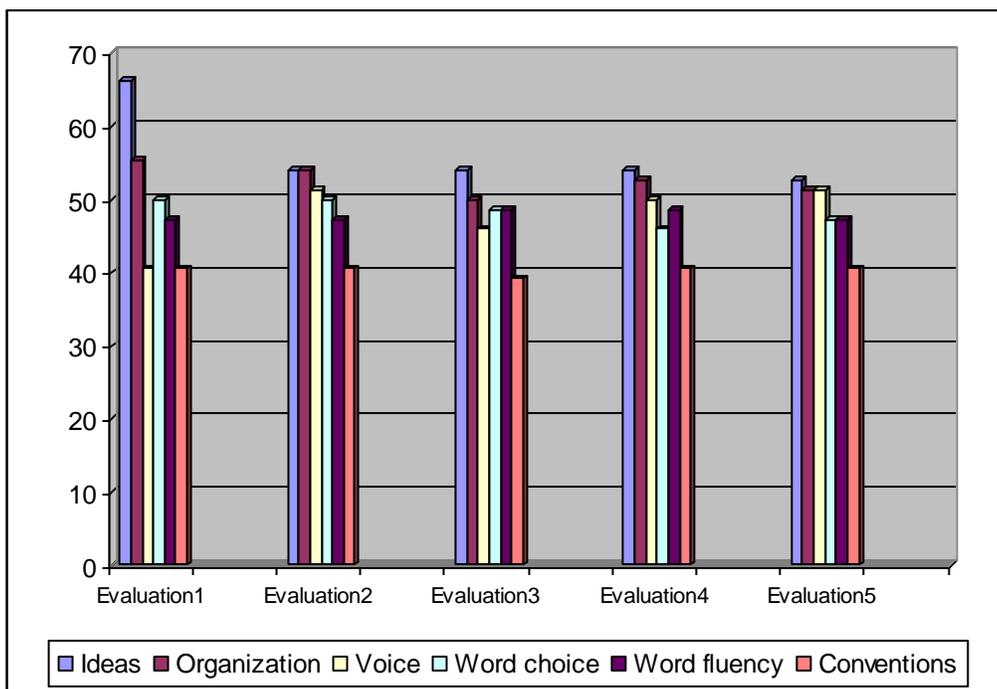
Figure (4.2)

Formative Evaluation of the Experimental Group
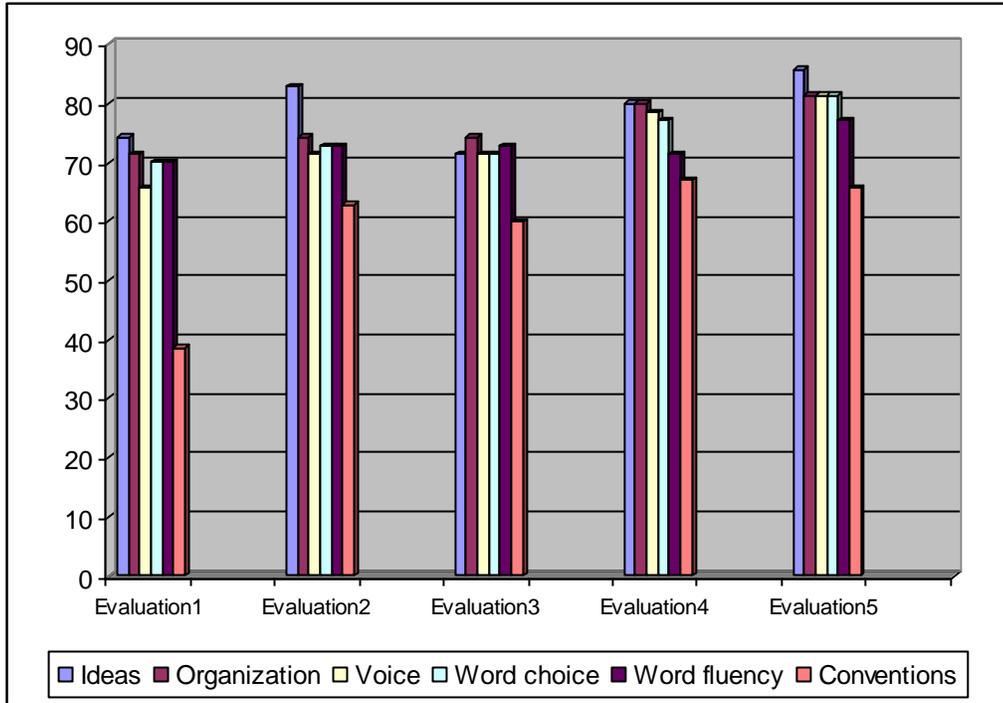
3_ Post-test results (Summative Evaluation)

The following part of this chapter describes the study findings:

3.1_Question (1) findings:

The first question inquired the following:

Are there statistically significant differences at ($\alpha \leq 0.05$) between the performance of the experimental group and that of the control one in relation to *the "total posttest marks"*?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at (α ≤ 0.05) between the performance of the experimental group and that of the control one in relation to *the "total post test marks"*.

The researcher uses the difference between the students' marks in the pre test and their marks in the post test to deal with the true mark gained by the students. After that, t-test, for two independent samples, is used to determine the significant differences between the control and the experimental groups in relation to the ***"total post test marks"***. Table (4.3) describes the results.

Table (4.3)

T-test result between the experimental and the control groups in relation to the
"total post test marks"

Domain	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level	*Effect Size*
Total	**Experimental**	**35**	**25.314**	**5.702**	**6.594**	**0.000**	**sig. at 0.01**	**Large**
	Control	**37**	**15.838**	**6.444**				

(*) the critical value of t-test at 0.05 level (DF=70) = 2.00
(**) the critical value of t-test at 0.01 level (DF=70) = 2.66

Table (4.3) illustrates that the (t) computed value, 6.594, is larger than the (t) table value, 2.66, in the post test. This means that there are significant differences at (α = 0.01) between the experimental group and the control one in relation to the 'total post test marks' favouring the experimental group. There is also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the experimental group is 25.314, the mean of the control group is 15.838. The following equation, according to Afanah (2000, p. 43) and Mackey and Gass (2005, p. 349), is employed to calculate the effect size:

$\eta^2 = t^2/ (t^2 + D.F)$ Since: $D.F = n_1 + n_2 - 2$

Table (4.4)

The critical values for effect size levels

Test	Effect volume		
	Small	**Medium**	**Large**
η^2	0.01	0.06	0.14

Implementing the effect size equation, the researcher finds that the effect size of the programme, as shown in table (4.4), is large.

3.2_Question (2) findings:

The second question inquired the following:

Are there statistically significant differences at the level ($\alpha \leq 0.05$) between the performance of the experimental group and that of the control one in relation to "ideas" in the post test?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) between the performance of the experimental group and that of the control one in relation to "ideas".

The researcher uses the difference between the students' marks in the pre test and their marks in the post test to deal with the true mark gained by the students. After that, t-test for two independent samples is used to determine the significant differences between the control and the experimental groups in relation to *"ideas"*. Table (4.5) describes the result.

Table (4.5)

T-test result between the experimental and the control groups in relation to

"ideas" in the post test

Domain	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level	*Effect Size*
Ideas	Experimental	35	10.857	2.767	7.647	0.000	sig. at 0.01	Large
	Control	37	5.703	2.943				

(*) the critical value of t-test at 0.05 level (DF=70) = 2.00
(**) the critical value of t-test at 0.01 level (DF=70) = 2.66

Table (4.5) illustrates that the (t) computed value, 7.647, is larger than the (t) table value, 2.66, in the post test. This means that there are significant differences at (α =0.01) between the experimental group and the control one in relation to ideas favouring the experimental group. There is also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the experimental group is 10.857, the mean of the control group is 5.703.

3.3_Question (3) findings:

The third question inquired the following:

Are there statistically significant differences at the level ($\alpha \leq 0.05$) between the performance of the experimental group and that of the control one in relation to "organization" in the post test?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) between the performance of the experimental group and that of the control one in relation to "organization".

The researcher uses the difference between the students' marks in the pre test and their marks in the post test to deal with the true mark gained by the students. After that, t-test for two independent samples is used to determine the significant differences between the control and the experimental groups in relation to *"organization"*.

Table (4.6) describes the results.

Table (4.6)

T-test result between the experimental and the control groups in relation to

"organization" in the post test.

Domain	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level	Effect size
Organization	Experimental	35	3.314	0.796	3.659	0.000	sig. at 0.01	Large
	Control	37	2.459	1.145				

(*) the critical value of t-test at 0.05 level (DF=70) = 2.00
(**) the critical value of t-test at 0.01 level (DF=70) = 2.66

Table (4.6) illustrates that the (t) computed value, 3.659, is larger than the (t) table value 2.66 in the post test. This means that there are significant differences at (α = 0.01) between the experimental group and the control one in relation to organization favouring the experimental group. There is also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the experimental group is 3.314, the mean of the control group is 2.459.

Implementing the effect size equation, the researcher finds that the effect size of the programme, as shown in table (4.6), is large.

3.4_Question (4) findings:

The fourth question inquired the following:

Are there statistically significant differences at the level (α ≤ 0.05) between the performance of the experimental group and that of the control one in relation to "voice" in the post test?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at (α ≤ 0.05) between the performance of the experimental group and control one in relation to "voice".

The researcher uses the difference between the students' marks in the pre test and their marks in the post test to deal with the true mark gained by the students. After that, t-test for two independent samples is used to determine the significant differences between the control and the experimental groups in relation to *"voice"*.

Table (4.7) describes the results.

Table (4.7)
T-test between the experimental and the control groups in relation to
"voice" in the post test

Domain	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level	Effect size
Voice	Experimental	35	1.686	0.471	2.988	0.004	sig. at 0.01	Medium
	Control	37	1.297	0.618				

(*) the critical value of t-test at 0.05 level (DF=70) = 2.00
(**) the critical value of t-test at 0.01 level (DF=70) = 2.66

Table (4.7) illustrates that the (t) computed value, 2.988, is larger than the (t) table value 2.66 in the post test. This means that there are significant differences at (α = 0.01) between the experimental group and the control one in relation to voice favouring the experimental group. There

99

is also a significant difference between the means of both groups in favour of the experimental group.

Whereas the mean of the experimental group is 1.686, the mean of the experimental group is 1.297. Implementing the effect size equation, the researcher finds that the effect size of the programme, as shown in table (4.7), is medium.

3.5_Question (5) findings:

The fifth question inquired the following:

Are there statistically significant differences at the level ($\alpha \leq 0.05$) between the performance of the experimental group and that of the control one in relation to "word choice" in the post test?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) between the performance of the experimental group and that of the control one in relation to "word choice".

The researcher uses the difference between the students' marks in the pre test and their marks in the post test to deal with the true mark gained by the students. After that, t-test for two independent samples is used to determine the significant differences between the control and the experimental groups in relation to *"word choice"*. Table (4.8) describes the results.

Table (4.8)

T-test between the experimental and the control groups in relation to

"Word choice" in the post test

Domain	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level	Effect Size
Word choice	**Experimental**	35	3.400	0.775	**2.829**	**0.006**	sig. at 0.01	**Medium**
	Control	37	2.676	1.313				

(*) the critical value of t-test at 0.05 level (DF=70) = 2.00
(**) the critical value of t-test at 0.01 level (DF=70) = 2.66

Table (4.8) illustrates that the (t) computed value, 2.829, is larger than the (t) table value 2.66 in the post test. This means that there are significant differences at (α = 0.01) between the experimental group and the control one in relation to word choice favouring the experimental group. There is also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the experimental group is 3.400, the mean of the control group is 2.676. Implementing the effect size equation, the researcher finds that the effect size of the programme, as shown in table (4.8), is medium.

3.6_Question (6) findings:

The sixth question inquired the following:

Are there statistically significant differences at the level ($\alpha \leq 0.05$) between the performance of the experimental group and that of the control one in relation to "word fluency" in the post test?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at (α ≤ 0.05) between the performances of the experimental group and that of the control one in relation to "word fluency".

The researcher uses the difference between the students' marks in the pre test and their marks in the post test to deal with the true mark gained by the students. After that, t-test for two independent samples is used to determine the significant differences between the control and the experimental groups in relation to *"word fluency"*. Table (4.9) describes the results.

Table (4.9)

T-test result between the experimental and the control groups in relation to

"word fluency" in the post test

Domain	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level	Effect Size
Word fluency	**Experimental**	35	3.000	1.000	7.045	0.000	**sig. at 0.01**	**Large**
	Control	37	1.378	0.953				

(*) the critical value of t-test at 0.05 level (DF=70) = 2.00
(**) the critical value of t-test at 0.01 level (DF=70) = 2.66

Table (4.9) illustrates that the (t) computed value, 7.045, is larger than the (t) table value the post test. This means that there are significant differences at (α = 0.01) between the experimental group and the control one in relation to word fluency favouring the experimental group. There is also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the experimental group is 3.000, the mean of the control group is 1.378.

Implementing the effect size equation, the researcher finds that the effect size of the programme, as shown in table (4.9), is large.

3.7_Question (7) findings:

The seventh question inquired the following:

Are there statistically significant differences at the level (α ≤ 0.05) between the performance of the experimental group and that of the control one in relation to "conventions" in the post test?

To answer this question, the researcher tested the following null hypothesis:

There are no statistically significant differences at (α ≤ 0.05) between the performance of the experimental group and that of the control one in relation to "conventions".

The researcher uses the difference between the students' marks in the pre test and their marks in the post test to deal with the true mark gained by the students. After that, t-test for two independent samples is used to determine the significant differences between the control and the experimental groups in relation to *"conventions"*. Table (4.10) describes the results.

Table (4.10)

T-test between the experimental and the control groups in relation to

"conventions" in the post test

Domain	Group	N	Mean	Std. Deviation	T	Sig. value	sig. level	Effect size
Conventions	Experimental	35	3.057	0.906	2.907	0.005	sig. at 0.01	Medium
	Control	37	2.324	1.203				

(*) the critical value of t-test at 0.05 level (DF=70) = 2.00
(**) the critical value of t-test at 0.01 level (DF=70) = 2.66

Table (4.10) indicates that the (t) computed value, 2.907 , is larger than the (t) table value 2.66 in the post test. This means that there are significant differences at (α = 0.01) between the experimental group and the control one in relation to 'conventions' favouring the experimental group. There is also a significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the experimental group is 3.057, the mean of the control group is

2.324.Implementing the effect size equation, the researcher finds that the effect size of the programme, as shown in table (4.10), is medium.

4_Summary:

It was very obvious that MI theory had positive effects on enhancing ninth graders' writing ability. The experimental group subjects reported that they felt more enjoyment, increased their motivation to write and decreased the level of anxiety toward writing skill. Moreover, MI provided them with communication activities. These activities enhanced the students' perception by a more positive classroom atmosphere and a supportive spirit. The researcher found that students were more willing to help one another. In fact, students' perceptions confirmed that MI as, teaching-learning strategies, encouraged interactions between students and teacher, enhanced communication and teamwork, and increased active participation.

As a matter of fact, using MI in teaching the five selected writing lessons indicated improvement and development in the experimental group in all skills at six traits writing approach ideas, organization, voice, word choice, word fluency and convention .MI theory could be a promising and productive solution toward enhancing and improving writing ability. In addition, it is noted that the finding of this study was in agreement with the findings of 11 previous studies mentioned in this thesis. The previous studies emphasized that using MI in teaching English language, especially writing, and ESL teaching led to clear improvement in students' achievement and performance.

Finally, it was noted that there were significant differences between the control group and the experimental one favouring the experimental one. The differences were found in all five writing lessons of 9th grade.

Chapter V
Discussion, Conclusion, Pedagogical Implications and Recommendations

Chapter V

Discussion, Conclusion, Pedagogical Implications and

Recommendations

1-Introduction

This chapter discusses the findings of the study. It summarizes the conclusions that were documented in the light of the study results. The researcher also provides some recommendations which could be beneficial for curriculum designers, educators, teachers and researchers because they can help improve the teaching-learning process in the Gaza strip. In addition, some pedagogical implications are mentioned to enrich the teaching-learning process.

2_ Discussion:

The study in progress aimed at examining the effectiveness of using a suggested programme based on multiple intelligences theory to enhance English writing ability of ninth graders.

To achieve this aim, the researcher adopts the experimental approach of research in which two equivalent groups are employed. One of them is treated as an experimental group consisting of 35 students; and the other is treated as a control group consisting of 37 students. Both groups are proved to be equivalent in terms of age, general English achievement and writing ability (six traits writing approach). The researcher used a variety of tools: an achievement test (pre and post test), MI-based analysis of the writing lessons, a suggested programme and weekly quizzes for the purpose of formative evaluation.

2.1_Interpretation of the first question

The researcher investigates the first question which examined if there are statistically significant differences at ($\alpha \leq 0.05$) between the performance of the control group and that of the experimental one in relation to the "total post test marks".

The findings indicate that the (t) computed value, 6.594, is larger than the (t) table value, 2.66, in the post test. This means that there are statistically significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to the total post test marks favouring the experimental group. There is also a statistically significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group is 15.838, the mean of the experimental group is 25.314.

In addition, the researcher finds that the effect size of the MI programme is large. The large effect can be attributed to the activities, techniques, and the variety of teaching aids used in the MI-based programme which aimed at enhancing writing ability. Moreover, students of the experimental group demonstrate more cooperative work than the control group does. This can be attributed to the student-centered approach employed.

Furthermore, students of the experimental group are more motivated than those of the control group; that is clearly demonstrated on their achievement. This is also observed through some comments documented during conducting the study. One student said: "I like to learn writing through MI theory. Another student said: "MI theory helps us to write a paragraph step by step". Another said "When are we going to draw the content of the writing lesson?"Moreover, Another said: "I like English writing lessons and I am sad today because we are not having English especially writing lesson". After the lesson about

writing an email, one student said: "This is the best day in this term, I think that MI is interesting and I find that I absorb information more when I enjoy learning and MI has a big help to enhance the writing ability". As a matter of fact, the researcher realized that there was clear difference between atmosphere of the control group and the experimental group. The experimental group had active and positive atmosphere which encouraged students to be more interested and had better participation and engagement, whereas, the control group felt bored and looked at their watches wishing the end of the lesson. Furthermore, the students of the control group got jealous. They kept looking at the experimental group through the windows many times and started begging the teacher to treat them as she did with the experimental group. One of them said: "Why don't you let us go to the library room or computer lab?" Another said: "Where are the pictures, coloured pencils, drawing paper, real things and dictionaries you used in the other class? Aren't we going to use them?" A third said: Where is the LCD? Aren't we going to use it?" After the teacher had given them negative answers, they challenged the teacher saying "We will bring coulred pencils, drawing paper, real things and dictionaries to make you treat us the same you did with the other class". The finding of examining this hypothesis was in agreement with the findings Eng & Mustapha (2010), Marefat (2007), Ansari and Varnosfadrani (2010) and Fahim and Ansari (2006) which showed significant improvement in students' writing ability in terms of using MI theory in term of using MI theory.

2.2_ Interpretation of the second question:

The researcher investigates the second question which examined if there are statistically significant differences at ($\alpha \leq 0.05$) between the performance of the experimental students and that of the control one in relation to ideas.

The results show that the (t) computed value, 7.647, is larger than the (t) table value, 2.66, in the post test. This means that there are statistically significant differences at (α = 0.01) between the experimental group and the control one in relation to ideas favouring the experimental group. There is also a statistically significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group is 2.943, the mean of the experimental group is 2.767.

Moreover, the effect size of the programme is also calculated. According to **ή2**, the programme has a large effect on students' writing achievement; this means that the programme effect is significant. This large effect may be due to the types of techniques and activities included in the programme which employed MI theory to enhance students' writing ability.

The results of this question agree with the results of many previous studies which confirm that MI have the positive effect on students' writing achievement. The finding of examining this hypothesis is in agreement with the findings Eng & Mustapha (2010), Marefat (2007)**,** Ansari and Varnosfadrani (2010) and Fahim and Ansari (2006) which show significant improvement in students' writing ability in term of using MI theory.

2.3_ Interpretation of the third question:

The researcher investigates the third question which examined if there are statistically significant differences at (α≤ 0.05) between the performance of the experimental students and that of the control one in relation to organization.

The results show that the (t) computed value, 3.659, is larger than the (t) table value, 2.66, in the post test. This means that there are statistically significant differences at (α = 0.01) between the experimental group and the control one in relation to organization favouring the experimental group. There is also a statistically significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group is 1.145, the mean of the experimental group is 0.796. The researcher also finds that the effect size of the experiment is large. This large effect can be owing to the activities, techniques, and teaching aids used in the MI which aimed at enhancing writing ability. Also, MI theory encouraged interaction between the students themselves and students and teacher, teamwork and motivation. The finding of examining this hypothesis is in agreement with the findings Eng & Mustapha (2010), Marefat (2007), Ansari and Varnosfadrani (2010) and Fahim and Ansari (2006) which show significant improvement in students' writing ability in term of using MI theory.

2.4_ Interpretation of the fourth question:

The researcher investigates the fourth question which examined if there are statistically significant differences at (α≤ 0.05) between the performance of the experimental students and that of the control one in relation to voice.

The results show that the (t) computed value, 2.988, is larger than the (t) table value, 2.66, in the post test. This means that there are statistically significant differences at (α = 0.01) between the experimental group and the control one in relation to voice favouring the experimental group. There is also a statistically significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group is 1.297, the mean of the experimental group is 1.686 .

The researcher also finds that the effect size of the experiment is medium. This medium effect can be owing to the activities, techniques and teaching aids used in MI which aimed at enhancing writing ability. Moreover, students of the experimental group demonstrates more cooperative work than the control group does. This can be attributed to the student-centered approach employed. But, this hypothesis hasn't reached large effect because English language still considers a foreign language as well as English language differs from Arabic in terms of syntactic and semantic aspects. Therefore, Arab learner cannot master it completely. The finding of examining this hypothesis is in agreement with the findings Eng & Mustapha (2010), Marefat (2007)**,** Ansari and Varnosfadrani (2010) and Fahim and Ansari (2006) which show significant improvement in students' writing ability in term of using MI theory.

2.5_ Interpretation of the fifth question:

The researcher investigates the fifth question which examined if there are statistically significant differences at ($\alpha \leq 0.05$) between the performance of the experimental students and that of the control one in relation to word choice.

The results show that the (t) computed value, 2.829, is larger than the (t) table value, 2.66, in the post test. This means that there are statistically significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to word choice favouring the experimental group. There is also a statistically significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group is 1.313, the mean of the experimental group is 0.775 .

Furthermore, the researcher finds that the effect size of the MI based programme is medium. In fact, the medium effect can be attributed to the activities, techniques, and the

variety of teaching aids in MI based programme which aimed at enhancing English writing ability. The researcher finds that MI motivates students to work and to be very active and interested. They also create a relaxed, fun and anxiety-free atmosphere that facilitate and enhance writing ability. But, this hypothesis hasn't reached large effect because English language still considers as a foreign language as well as English language differs from Arabic in terms of syntactic and semantic aspects. Therefore, Arab learner cannot master it completely. The results of this question are in agreement with those of previous studies such as Eng & Mustapha (2010), Marefat (2007), Ansari and Varnosfadrani (2010) and Fahim and Ansari (2006) which show significant improvement in students' writing ability in term of using MI theory.

2.6_ Interpretation of the sixth question:

The researcher investigates the sixth question which examined if there are statistically significant differences at ($\alpha \leq 0.05$) between the performance of the experimental students and that of the control one in relation to word fluency.

The results show that the (t) computed value, 7.045, is larger than the (t) table value, 2.66, in the post test. This means that there are statistically significant differences at ($\alpha = 0.01$) between the experimental group and the control one in relation to word fluency favouring the experimental group. There is also a statistically significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group is 0.953, the mean of the experimental group is 1.000.

Moreover, the researcher finds that the effect size of the experiment is large. This large effect can be attributed to the activities; techniques and teaching aids used in the MI based programme which aimed at enhancing students' writing ability.

The results of this question are in agreement with those of previous studies such Eng & Mustapha (2010), Marefat (2007), Ansari and Varnosfadrani (2010) and Fahim and Ansari (2006) which show significant improvement in students' writing ability in term of using MI theory.

2.7_ Interpretation of the seventh question:

The researcher investigates the seventh question which examined if there are statistically significant differences at (α≤ 0.05) between the performance of the experimental students and that of the control one in relation to conventions.

The results show that the (t) computed value, 2.907, is larger than the (t) table value, 2.66, in the post test. This meant that there were statistically significant differences at (α = 0.01) between the experimental group and the control one in relation to convention favouring the experimental group. There was also a statistically significant difference between the means of both groups in favour of the experimental group. Whereas the mean of the control group was 1.203, the mean of the experimental group was 0.906.

In addition, the researcher finds that the effect size of the programme is medium. This medium effect can be ascribed to the activities, techniques, and teaching aids used in the MI based programme which aimed at enhancing students' writing ability. But, this hypothesis hasn't reached to large effect because English language considers as a foreign language as well as it differs from Arabic in terms of syntactic and semantic aspects. Therefore, Arab learner cannot master it completely.

The results of this question are in agreement with those of some previous studies such as Eng & Mustapha (2010), Marefat (2007), Ansari and Varnosfadrani (2010) and Fahim and

Ansari (2006) which show significant improvement in students' writing ability in term of using MI theory.

3_ Conclusion:

The finding of each hypothesis is presented as followed:

1. The results of the first hypothesis prove that there are statistically significant differences at ($\alpha \leq 0.05$) in the average score in English writing achievement in the post-test between the experimental group and the control group in favour of the experimental group with MI theory.

2. The results of the second hypothesis prove that there are statistically significant differences at ($\alpha \leq 0.05$) in the average score in "ideas" in the post-test between the experimental group and the control group in favour of the experimental group.

3. The results of the third hypothesis prove that there are statistically significant differences at ($\alpha \leq 0.05$) in the average score in "organization" in the post-test between the experimental group and the control group in favour of the experimental group.

4. The results of the fourth hypothesis prove that there are statistically significant differences at ($\alpha \leq 0.05$) in the average score in "voice" in the post-test between the experimental group and the control group in favour of the experimental group.

5. The results of the fifth hypothesis prove that there are statistically significant differences at ($\alpha \leq 0.05$) in the average score in "word choice" in the post-test between the experimental group and the control group in favour of the experimental group.

6. The results of the sixth hypothesis prove that there are statistically significant differences at ($\alpha \leq 0.05$) in the average score in "word fluency" in the post-test between the experimental group and the control group in favour of the experimental group.

7. The results of the sixth hypothesis prove that there are statistically significant differences at ($\alpha \leq 0.05$) in the average score in "convention" in the post-test between the experimental group and the control group in favour of the experimental group.

In fact, MI-based programme has positive effects on enhancing students writing ability according to six traits writing approach so it is concluded that multiple intelligences theory can improve and enhance EFL writing ability.

4- Pedagogical Implications:

1-Teachers should be aware of their students' needs and abilities and choose the suitable techniques for activating writing ability.

2-Teachers should identify students' intelligences through a survey or an inventory of multiple intelligences in order to help them to design suitable activities or exercises suitable to each type of intelligence.

3- MI theory can be more beneficial to all students than traditional methods because MI theory serves the needs of various students but that traditional methods focus on the product. The product should be neat, grammatically correct pieces of writing. So, they address one type of students and thus one type of intelligence but MI theory provides nine different ways of teaching.

4-MI helps students to get interested in the target subjects because it enhances and increases their motivation through the use various activities and techniques which lead to the improvements in students' achievement. Also, this diversity creates a suspense element within students and makes the lessons attention-getting.

5-MI helps teachers to choose the best assessment that suits students' strengths; that is individualized assessment. It is not fair to assess and evaluate low achievers as high

achievers are assessed because each type receives different instruction that suits her strength/intelligence.

6-MI theory encourages low-achieving students to participate since there are activities that are designed according to their levels or strengths.

7- Parents become aware of how to help their children when they know their children's intelligences'

5-Recommendations

Based on the results of the study, the researcher suggests many recommendations that are directed to the following:

5.1 Ministry of education is recommended:

1. To enrich the Palestinian curriculum with various MI based materials which tackle the different skills of English language.

2. To provide schools with all effective facilities and teaching aids such as, LCD, papers, coloured pencils, copy machines and all kinds of board. These aids help teachers to activate and employ MI theory and other effective techniques.

3-To open MI schools to the Palestinian students' in each educational area can be provided with the teaching aids that ease the implementation of MI theory and thus foster students' achievement.

5.2 Supervisors are recommended:

1. To provide teachers with instructional materials which improve their awareness about MI theory and its importance and necessity to use in teaching English.

2. To concentrate on the fact that MI is not time- wasting activities. Rather, it is a very important theory which is used in different aspects of the language.

3. To conduct training courses for teachers related to implementing the MI theory in their classes.

4. To conduct workshops that aim at familiarizing teachers with MI theory

5.3 English language teachers are recommended:

1. To relate MI theory with all English skills, listening, speaking, reading and writing.

2. To consider students' individual differences and learning styles in selecting the MI theory.

3. To select effective methods and techniques to motivate students' participation in the class room.

4. To strengthen the relationship with the students which creates non-threatening classroom atmosphere and facilitates the learning-teaching process.

5. To change their role from instructors who dominate the class into educators whose role is to organize, help, guide, coordinate and support the students to communicate and acquire language.

6- To use a variety of multiple intelligences activities that coincide with the writing curriculum content.

5.4 Recommendations for further studies:

1. The current study was limited to writing. MI theory should be applied with other English skills and sub-skills.

3. The effectiveness of MI theory on developing students' speaking skill in English language.

4. Other researchers can conduct evaluative studies based on MI theory to examine to what extent English for Palestine encompasses the MI activities and exercises.

5. Other studies can investigate the effect of the remaining intelligences, musical and naturalist intelligences, on writing

6. It is also recommended that researchers conduct other MI -based research on developing students' critical thinking.

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Appendices

Appendix (1)

Achievement Writing Test

A. The Test Refereeing Checklist

Dear referee,

The researcher is conducting an M.ed thesis, entitled *"Suggested programme Based on Multiple Intelligences for Enhancing Palestinian Nine Graders' writing ability"* in which she is going to examine the effect of MI based teaching on nine grade students' writing ability according to Six Traits Writing Rubrics. A part of the study requires conducting an achievements test which the researcher has designed. However, for the purpose of an M.ed thesis, I would like to referee the attached test through Six Traits Writing Rubrics then ticking (/) the appropriate box

Item	High	Average	Low
1-The test items reflect the objectives			
2-The writing questions suit ninth graders' level.			
3-There is coherence between the test items and table of specification.			
4-The layout is acceptable.			
5-The rubrics and the pictures are clear			
6-The time assigned is suitable.			

Any further comments are highly appreciated.

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

The researcher: Ijlal ELModalal

Name: ----------------------------------- Class----------------------------------- Mark ----------
                                                                                    32

<u>*Question 1:*</u> *(20 minutes)*   **((4M))**

Mike has to do a lot of things to finish his project. Choose the correct verbs to complete statements.

| hand in | look up | print out | put away | sort out |
| take back | ~~take out~~ | throw away | write out |

a   He has to take out
     lots of library books.
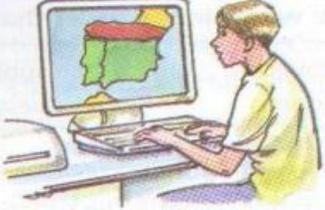
b   _____
     Islamic Spain on the
     internet.

c   _____
     lots of information from
     the internet.

d   _____
     all his notes.

e   _____
     all his things when he
     stops work every night.
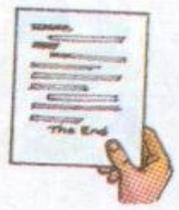
f   _____
     the complete project as
     tidily as he can.

g   _____
     his old notes.

h   _____
     the library books.

i   _____
     the finished project to
     his teacher.

| First, ... | Then ... | After that, ... | Next, ... | Finally, ... |

Write a paragraph about Mike project by using these words, first, then, after that, next and finally.

----

*2-***Arrange the following sentences to make a story**   ((2M))

   1   Mother came home from shopping.
-------- Finally, she drank a cup of coffee while she was watching TV.
-------- Then, she started arranging the new bottles and cans.
-------- After that, she took out all empty cans and bottles from the fridge.

3- You are at the restaurant. You order some things from the waiter. Complete a dialogue   about this situation.   ((2M)

Waiter: Can I help you?
You   : ---
Waiter: Anything else with that?
You   : ---
Waiter: What would you like to drink?
You   : ---

Beef burger
Cheese burger
¼ fried chicken
½ fried chicken
Pizza – cheese and tomato
        – seafood
Fries – small/large
Salad
Ice cream
Juice – orange/lemon
Cola
Lemonade
Tea/Coffee

Question 2: *(20minutes)*

1-Write an email to your pen friend Lara. Use the information card to write an email to he. Talk about yourself and ask her to write to you *((4M))*

Jo Peel

Age: 14
Grade: 8th
From: Perth, Australia
Brothers: 2 younger,
Ben, 10 and Tom, 8
Sisters: 1 older, Sue, 15
Likes: volleyball, cooking
Learning: make clothes –
lots of fun

a. write an email

Dear-----------,

Best wishes,

B.Write a paragraph about Sarah according to the information in the table.

Name	Age	City	Job	Favourite food	Favourite sport
Sarah	14	Gaza	Student	Pizza	Tennis

2-Arrange the following sentences to grow flowers   **((2M))**

------He brought some seeds and he put them in a suitable soil in a pot.
--1--Ahmed wanted to grow some flowers.
------Then, he put flowers in the light to grow and he watered them daily.
------After four weeks, the flowers grew.
------He picked up the flowers and gave them to his mother on mother day.

3- **There are some mistakes in this paragraph. Let's correct them**   **((2M))**

winter is a fun month. It snow a lot where i live. I like to play in the snow. My Brother likes to play in the snow, too. We makes snowballs and snow houses. when it gets dark, we go inside, but we know we can go out again the next day?

Question 3 *(20 minutes)* ((4.M))

1-*Look at the picture and determine three things from furniture in it
----------------------,-----------------------------and ----------------------------
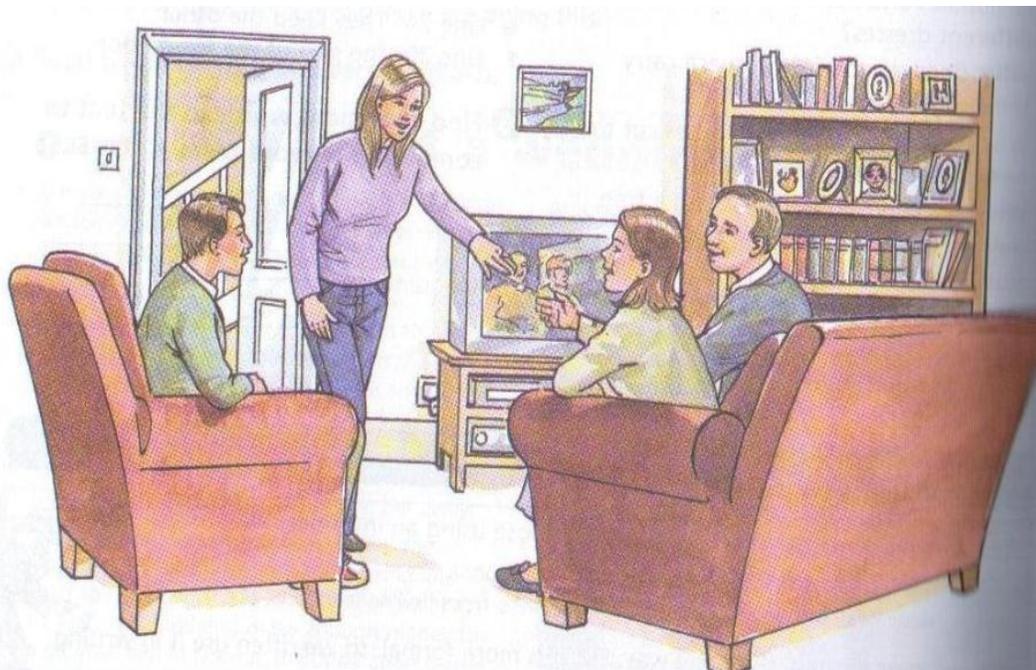
2-*Write a paragraph about Living room by using the picture and the sentences below

There is a sofa and an arm chair in it.
My living room isn't big but I love it.
There's a small table with a TV on it and there are lots of books.
There are pictures on wall and on the book shelf.
It is a very comfortable room I prefer it

2-Talking About Australia - ((2M))
(but – animals – often – popular- big- and- although – dangerous –but – so)
1. Australia is very hot in December, _____ cold in July._____ the country is _____, there aren't many people living there. Australia has a lot of interesting _____. The koala is cute, _____ the crocodile is _____. Australia has a lot of open spaces,_____the weather is good, _____ sport is very _____. Australian people _____ eat barbecued food

3-Look at the pictures and situations and write the rules ((2M))

Look at the pictures and situations and write the rules.

In the corridor	In the bin
1. _____	2. _____
In the classroom	**In the park**
3. _____	4. _____

Question 4: **(20 minutes)** ((2M))

1- Look at the picture and use the phrases to write about fishing
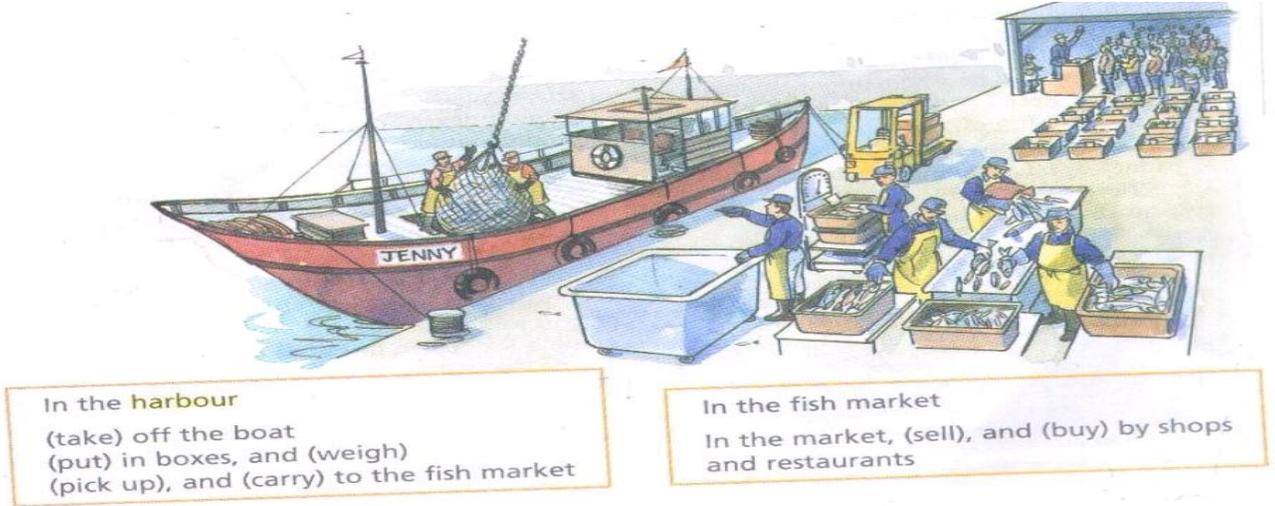
In the harbour, some fish are being ---
Other fish are being ---
Also, fish are ---
In the market, fish are ---

2-Use words to fill in the blank space: - ((2M))

Our hotel in space

(Windows- restaurants-hotel-walk-will-spaceship-earth-holiday-stars-rooms)

Our _____ is in space, far above the _____. From
our_____ you can see the _____ and the Earth. You
_____ go to the hotel in a small _____. We have large
_____ in our hotel and great food in our _____. You can also try
and _____ in space. For a fun _____, come to the Space Hotel.

3- **Write three sentences. Use the following words** ((2M))
(brother – sister- man)
1- ---
2- ---
3- ---

4--Punctuation   ((2M))

1. adim flickered in the house

----

2. could you see who ran up the stairs

Appendix (2)

Referee Committee

This list indicates the names and the titles of referees who refereed the achievement test and the suggested programme where 1 refers to those who refereed the tests and 2 refers to those who refereed the program.

1-Test's referees   **2-Programme's referees**

Name	Field	Institution	1	2
Professor Izzo Afana	Faculty of Education	IUG	√	√
Dr Sanaa Abu Dakka	Faculty of Education	IUG	√	√
Dr.Sadk Ferwana	Faculty of Arts	IUG	√	√
Mrs. Sanaa Afana	Supervisor of English	UNRWA	√	√
Mrs. Maha Barzaq	Researcher in English language	Al- Qattan Center	√	√
Mrs. Reem EL Manirawi	Teacher of English	ME	√	√
Mrs.Mariam Al Shaar	Teacher of English	UNRWA	√	√
Mrs.Nora Zaid	Teacher of English	UNRWA	√	√
Mrs. Sahar Madi	Teacher of English	UNRWA	√	√

IUG stands for the Islamic University of Gaza.
UNRWA stands for United Nations Relief and Works Agency
ME stands for Ministry of Education.

Appendix (3)

MI-based Analysis Card

TYPE OF INTELLIGENCE	Unit 1 Lesson 5 &6	Unit 2 Lesson3&6	Unit 3 Lesson2&6	Unit 4 Lesson5&6	Unit 5 Lesson5&6	Unit 6 Lesson5&6	Unit 7 Lesson5&6	Total
Linguistic is the ability to write, read, speak, listen, spell words, learn new languages, use language to achieve some objectives, tell stories, remember information, play word games, master tongue twisters …etc								
Logical/mathematical is the ability to use numbers and reason well, explore relationships such as cause and effect, make connections, and use experiments to examine things, organize and classify things, sequence a series of things, infer hidden information, sole problems …etc.								
Visual/spatial is the ability to sense and enjoy art activities, maps, and pictures, visualize things, learn through movies, skillful at using colours, master things they see, complete jigsaw puzzles, draw pictures, transfer a written text into pictures …etc.								
Bodily/kinesthetic is the ability to use body language skillfully (such as hands, fingers, mouth, and facial expression), communicate with others, express ideas, feelings and emotions, process information, act out plays, do laboratory experiments…etc								

Musical is the ability to learn sounds, to sing, perform and compose music, and learn by connecting the target information with sounds and rhymes. They are also good at identifying rhymes, intonations, and pitches**.**								
Interpersonal is the ability to cooperate skillfully and effectively with others verbally and nonverbally, make friends quickly, understand others' feelings, intentions, interests, and motivations								
Intrapersonal is the ability to understand one's inner thoughts, feelings, desires, strengths and weaknesses, know how they are different from or similar to others, know how to act and behave in specific situations such as when they are happy, sad, and angry, write diaries, study alone … etc.								
Naturalist is the ability to recognize and classify living and nonliving things such as clouds, mountains, rivers, trees, animals and birds…etc.								
Existence Is the ability to deal with fundamental, philosophical questions about the nature of the topic, why it exists and or what is it meaning or purpose explore questions why are new species created and other die out what is the purpose of variation which in species.								

A: Programme Refereeing Checklist

Dear referee,

The researcher is conducting an M.ed thesis; entitled *"Suggested Programme Based on Multiple Intelligences Theory on enhancing Palestinian Ninth Graders' English Writing Ability"* in which she is going to examine the effect of MI based teaching on Ninth grade students writing Ability. The researcher has designed a programme which includes two sections:

- A student's book which includes pictures and texts, adopted from *'English for Palestine'* and specific activities serving the intelligences and these target writing ability.

- A lesson-plan section.(Teacher guide)

Please, kindly read the attached description of what multiple intelligences (MI) is to help you give sound judgment. Then, I would highly appreciate your refereeing of the programme through reading the following items and then ticking (√) the appropriate box.

Item	High	Average	Low
1- The general aim of the progaramme is specific			
2- The behavioral objectives are measurable.			
3-The behavioral objectives are achievable.			
4-The activities are in connection with the behavioral objectives			
5-The activities serve the intelligences clearly.			
6-The activities are within students' level.			
7- The activities meet the individual differences of students.			
8- The activities are applicable.			
9- The rubrics of the activities are clear.			
10- The time assigned is suitable.			
11-The programme is well-organized.			
12- The means of evaluation are sufficient.			

Any further comments are highly appreciated.

……………………………………………………………………………………………

The Researcher/ Ijlal ELModalal

Programme Objectives

1-General aim:-

The programme aims at enhancing and improving grade nine students' English writing ability through the use of MI theory.

2_Specific aims:-

At the end of the lessons, students should be able to:-

1-Read different types of pictures and texts to get ideas about the topic.

2-Read different types of questions,, answer them and arrange the answer logically to make a paragraph as a result using linkers.

3-Write an opinion or remark about the topic.

4-Use different words related to the topic.

5-Build good sentences that are varied in structure and length.

6-Re write the activity correctly and what the student write correctly.

3_Programme Principles

Haboush (2010, p.96) points out many principles that agreed with the researcher programme principles. In order to achieve the objectives of the programme, some essential principles were taken into account:-

1-Individual differences among students were taken into account when designing the activities and exercises.

2-The exercises were gradually introduced in term of ease and difficulty.

3-The exercises presented a variety of questions addressing and reflecting the target writing ability using six traits approach.

4-The exercises presented a variety of questions addressing and reflecting different intelligences.

5-The programme provided a variety of resources of teaching learning aids.

6-The programme was students centered and the teacher was a facilitator, guide and director.

4 _Procedures of building the programme

The programme passed through the following steps:-

1-The researcher implemented a diagnostic test/ pre test.

2-The researcher gathered information related to the present study that helped in designing and identifying the program's definition, objectives, content, resources, activities, techniques and evaluation.

3-The third step referred to the actual teaching learning classroom activities and procedures aiming at achieving the program's objectives and providing opportunities for students to participate. Also, the researcher employed students' center techniques inside the classroom.

4- The fourth step indicated both means of evaluation formative and summative. This was to provide a clear picture of how the progress is going on step by step.

5_Teaching- learning aids

To create an effective teaching- learning process and to achieve the aims of program, the researcher used the following resources- teaching aids:-

Blackboard, student's book, pictures, LCD, objects, coloured pencils, and worksheet.

6-Programme content

The programme, as shown in appendix (4) indicated two sections: students' book, lesson plan section.

1-Students' book

 1-The student book consisted of two main sections:-

   a. **Topics:** they were five writing topics adopted from English for Palestine Grade 9 student's book. Each topic represented one lesson to be taught in two periods where each period's estimated time was 45 minutes.

   b. **Exercises:** they were created and designed by the researcher reflecting the target intelligences and serving the target writing ability as well. They addressed individual differences in term of ease and difficulty.

2-Lesson plan:

The lesson plan of each lesson explained the classroom procedures and activities that took place among the elements of the classroom environment such as a teacher, students, books and teaching learning aids. In addition, it identified the roles of each element and organized the time among the activities. The lesson plan facilitated the teacher role to move from one activity to another.

The Programme

Section one
(Student's Book)

Lesson 1 (Writing an email)

Read different pictures and text to get ideas about the content of writing lesson.

Local time (Miami): 18.45
Local time (Gaza): 01.45
Distance from Miami: 150 kilometres (93 miles)
Distance to Gaza: 10,355 kilometres (6,435 miles)

(1)　　　　　　　　　　　　　　　(2)

Flight	Arriving from	Arriving at	Information
PF1204	Miami	13.30	On time
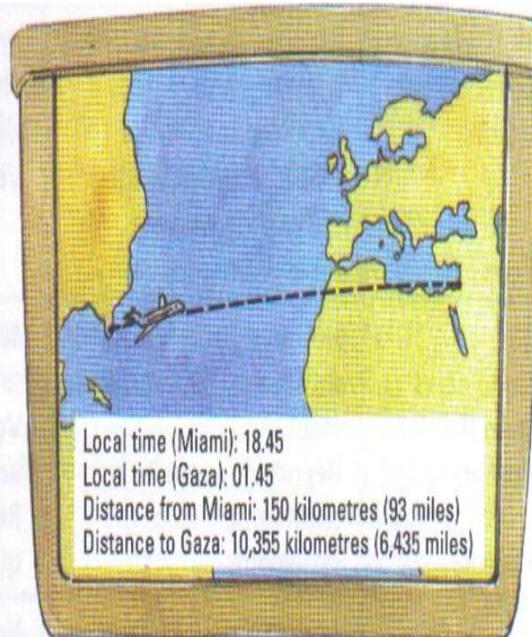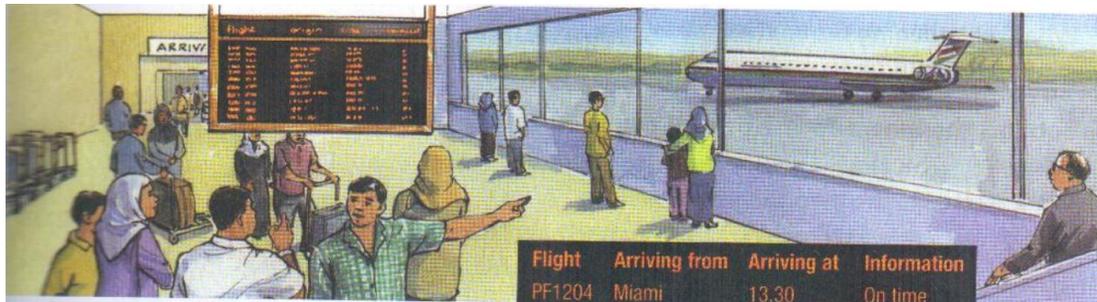
(3)

(4)

(5)

Tapescript

Uncle Ali	Come on, everybody, let's go. This way.
Omar	Did you have a good flight?
Adnan	Yes, it was fine, thanks. Everything went very well.
Uncle Ali	What time did you take off?
Yasmeen	At 6.30 yesterday afternoon, exactly on time.
Omar	Good, and you landed on time, too, at 1.30 p.m.
Ahmad	So were you in the air for 19 hours? That's a long time!
Adnan	No, no, the flight was twelve hours.
Yasmeen	Don't forget the time difference, Ahmad.
Ahmad	How many hours is that?
Uncle Ali	Miami is seven hours behind us here in Palestine.
Ahmad	Ah! So Palestine is seven hours ahead!
Aunt Huda	Was the food all right?
Yasmeen	Yes, it was fine. The stewardesses looked after us very well.
Omar	How many meals did you get?
Adnan	Well, we had dinner last night …
Yasmeen	And then breakfast and lunch today.
Aunt Huda	Oh, dear, so you won't want the nice, big meal that we've prepared for you!
Adnan	Oh, I think we certainly will!
Yasmeen	Food on a plane is OK. But real Palestinian food is something else!
Uncle Ali	What else did you do to fill the time?
Yasmeen	I read my book.
Aunt Huda	What about you, Adnan? I hope the flight wasn't too boring!

Adnan	No, no. I played computer games.
Yasmeen	Adnan also helped a passenger who had a broken arm.
Adnan	Yes, he'd broken his arm in a game of football, so he couldn't write!
Yasmeen	Adnan completed his landing card for him.
Aunt Huda	That was kind of you, Adnan!

1 **Read the title of the lesson in order to talk what the lesson is about**?

2 **a. Look at the pictures to describe what are the pictures talking about?**
b. Scan the text in order to choose the main ideas from the suggested list.

3 **Read the text to answer the following questions.**

   a. What time did the plane land with Adnan and Yasmeen?

   b.Who did look after Adnan and Yasmeen?

   c. How many meals did they get?

   c. Why are Adnan and Yasmeen interesting?

   d. What did Adnan and Yasmeen do in the plane?

4 **Read the whole text to draw its content.**

5 **Talk about a similar situation that took place at the airport.**

6 Read the dialogue to order the following sentences logically.

-----*It is lovely to be here in Palestine with Omar and his family. Everybody is very kind to us.*

-----*Hi! This is to say that we landed safely at Gaza this afternoon at 1:30p.m.*

----*It was very long flight and we were in the air for 12 hours.*

----*Dear Mum and Dad*

----*The stewardess looked after us very well on the plane and we had breakfast, lunch*

and dinner.

-----*During the flight, I read my book for most of the time and Adnan played computer games. He also helped a man who had a broken arm.*

----*Please write soon*

  Love Yasmeen

7 Give the same meaning to the following words.

 Interesting------------

Landed----------------

Stewardess-----------

8 Re- arrange correctly
a. computer- played – I- games

_____

b. have – a – good –you – Did – flight

_____

9 Write an email to Adnan and Yasmeen family telling them about their children flight to Gaza.

10 Read an email aloud.

Lesson 2 write about Istanbul

INTRODUCING ISTANBUL

There is only one city in the world that stands on two continents, and that is the city of Istanbul. It is not the capital of Turkey today: Ankara is. But it used to be the capital of empires, and it is still one of the great cities of the world.

Go first to Sultanahmet Park. Here, 27 centuries ago, King Byzos decided to build his new
5 city, Byzantium. Its history is all around you.

Look west and see the remains of the Hippodrome, the site of many exciting chariot races. The Romans built it when they made Byzantium their eastern capital in 324AD and also changed its name to Constantinople.

Now look left and right, and see two of Istanbul's great buildings from later times. On your
10 right is Aya Sofya. Around 1,500 years old, it was the greatest church of Constantinople and of the Byzantine Empire. On your left is the famous Blue Mosque. This rose with a new empire, the Ottoman Empire.

The Blue Mosque takes its name from the beautiful blue tiles that cover the walls inside. Outside, there are six tall minarets, similar to the minarets of Al-Haram Al-Shareef in Makkah.
15 It is one of the most wonderful examples of Islamic architecture anywhere in the world.

After the Turkish conquest by Sultan Mohammad Al-Fateh in 1453, Constantinople became Istanbul and the capital of the new Ottoman Empire. This reached deep into Asia, Europe and Africa.

Beyond Aya Sofya there is another wonderful building – the Topkapi Palace. This was
20 the home of the sultans and also the centre of government for the Empire. Seven thousand people lived and worked there.

Today, Topkapi is a huge museum. Behind its high walls, there are lovely gardens and hundreds of beautiful rooms. 25 These contain fantastic collections of pictures, maps, jewellery and many other wonderful things.

All this is just the start of your visit to Istanbul. Outside, there is 30 an exciting modern city of 12 million people. Here, east and west meet in its busy streets, markets, shops and cafes. Visitors to Istanbul never forget the experience. It is 35 a very special place.

146

1 a. Read the title in order to talk about it.

b. Describe the picture.

c.Skim the text in order to get ideas about it.

2 a. Read from line 4 to 19 to list beautiful places in Istanbul.

b. Read from line 22 to 28 in order to list what do you find in Topkapi museum?

3 Read the sentences and put them in logical order.

--------From here, turn south and walk to the famous Blue mosque.

--------Inside, be sure to look at the wonderful blue titles that give the place its name.

--------The centre of Sultanahmet park is a good place to start your tour of   ancient Istanbul.

--------when you leave, go back across the garden, past your starting point, to a much older building Aya Sofia.

----------As you go, look up at many domes and the six tall minarets of this famous example of Islamic Architecture.

4 Read paragraph (4) from line 13 to 15 in order to imagine it then describe it out (in front   of the students).

5 Read paragraph 7 from line 22 to 28 in order to visualize it

6 Complete the sentences with correct words

1-Aya Sofia was a-----------church.

2-Topkapi has ------------gardens and hundred-------------rooms.

⭐ **7** **Give the same meaning of the following words.**

Building------------   city--------------------   old----------------   huge---------------

Start-------------   Famous------------   new------------------.

⭐ **8**   **Re-write the dialogue correctly.**

A.excuaseme

B.yeshowcanihelpyou

A.didyouknowwherethebluemosqueiss

B.yesinistanbul

A.whatdidyouknowaboutit

B.itismosqueittakesitsnamefromthebluetitlethatcoverthewallinside

⭐ **9** **Write a paragraph about Istanbul city.**

⭐ **10** **Read the paragraph aloud.**

Lesson 3 (writing report 1)

a Confirm or correct your guesses in ❷ b.

b At the end, decide. Can Sami tick (✔) the last two items on his list?

The Kamal family have lived in London for two years. Now Grandma is going to visit them.

Mrs Kamal   Listen, Grandma is going to arrive in a week's time, and we haven't started preparing the guest bedroom for her yet.

Dr Kamal   There's a lot to do by next Saturday.

Sami   Let's make a 'to-do' list.

Mrs Kamal   Good idea. First, we need to choose a new carpet.

Nadia   And buy a new wardrobe.

Sami   Choose a new carpet … Buy a new wardrobe.

Dr Kamal   I've already seen a nice wardrobe. I can get it today.

Mrs Kamal   Good. Now, what else?

* * * * * *

A week later, the Kamals have still not finished:

Mrs Kamal   Grandma's flight is going to land soon and we haven't put up the curtains yet!

Dr Kamal   You and Sami do that, while Nadia and I go to the airport.

* * * * * *

Two hours later:

Mrs Kamal   Fantastic! The curtains are up.

Sami   We've finished just **in time** because the

Choose a new carpet.	✔
Buy a new wardrobe.	✔
Put up some pictures.	✔
Get a prayer rug.	✔
Make some new curtains.	✔
Make up the bed.	✔
Put up the curtains.	✘
Put some flowers in the room.	✘

others have just arrived. Look! The car's outside now.

Mrs Kamal   But we *haven't* finished. We still haven't done the flowers. Quick!

* * * * * * *

Thirty minutes later:

Mrs Kamal   And here's your room, Mother.

Grandma   It's beautiful. And I love the flowers. They're my favourites! I feel at home already!
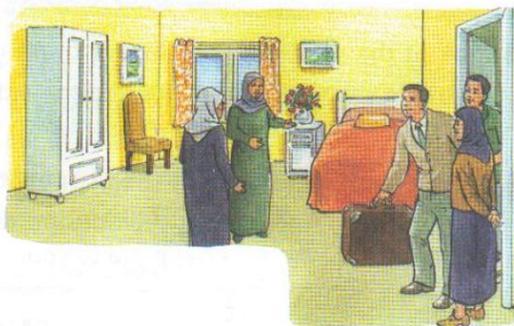
(1)

Write Sami's progress report on Day 5 (Thursday).

Choose a new carpet.	✔ (Mum)	(last Saturday)
Buy a new wardrobe.	✔ (Dad)	(last Saturday)
Put up some pictures.	✔ (Nadia & me)	(on Monday)
Get a prayer rug.	✔ (Mum)	(yesterday)
Make some new curtains.	✗ (Mum & Nadia)	(tomorrow)
Make up the bed.	✗ (Nadia & me)	(tomorrow)
Put up the curtains.	✗ (Mum & me)	(on Saturday)
Put some flowers in the room.	✗ (Mum)	(on Saturday)

(2)

1 a. Describe the picture.

b. Read the conversation to skim it.

2 Read the box to decide what is talked about.

3 Scan the conversation in order to talk what is going to happen in seven days time?

4 Look at the box (2) to talk what things have made and what things haven't made yet.

5 Imagine that your Grandmother wanted to visit your family. Make a list for things you want to put them in her room.

6 Draw a picture to your grandma in order to describe it

7 Give the same meaning to:

a. Rug--------------------------.

b.Grandma--------------------.

c.Fantastic---------------------.

8   Re-write the sentences correctly.

fantasticthecurtainsareup

grandmasflightisgoingtolandsoon

goodideafirstweneedtochoosenewcarpet

9 Write a report about what things have done and what things haven't done yet according to box (2)?

10   Read the report aloud.

Lesson 4 (writing a report)
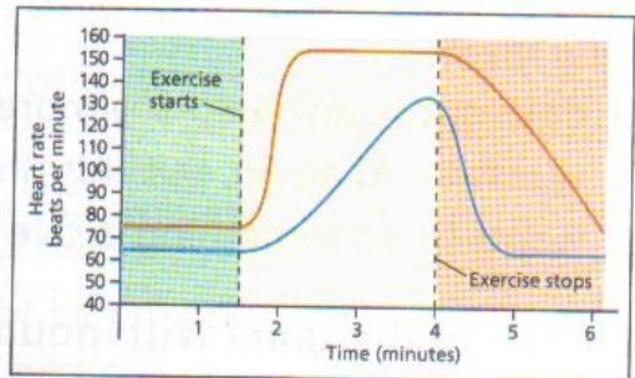
Dr Blake:

Now, fitness and a healthy heart are very important. Think about the differences. Even before exercise there's differences. If you're quite unfit, your normal resting heart rate is probably about 70 beats per minute. But if you're very fit your resting heart rate is probably less. (In fact, some top athletes have a heart rate of just 40 beats per minute.)

And what about during exercise? Well, if you're unfit, your heart rate goes up quickly, and then you get out of breath fast. However, if you're fit, you get out of breath more slowly, and your heart rate goes up less quickly.

And finally, what about after exercise? If you're unfit, you can only get your breath back slowly, and your heart rate comes down slowly to its normal resting rate. However, if you're fit, you can get your breath back more quickly, and your heart rate comes down faster.

Now let's have a look at this graph. You see, we've done an experiment with two young people, Stave and Kate. Kate is fit, but Stave is not. And the graph shows the results of the experiment.

Before exercise, Steve's resting heart rate was seventy-three beats per minute. Then when he started doing exercise, his heart rate rose rapidly to a hundred and fifty-five beats per minute. And then

when he stopped exercising, his rate fell very slowly to its resting rate after three minutes, fifty seconds.

But now, when we compare the result that we got for Kate, we see a very different story. To start with, Kate's resting heart rate was just sixty-five beats per minute. And then when she started doing exercise, her heart rate rose less, to a hundred and thirty-two beats per minute. And after exercise, compared with Steve's heart rate, hers fell faster to its resting rate after just two minutes, thirty-three seconds.

Writing

3 Add information from the graph to complete the table.

Steve ——
Kate ——
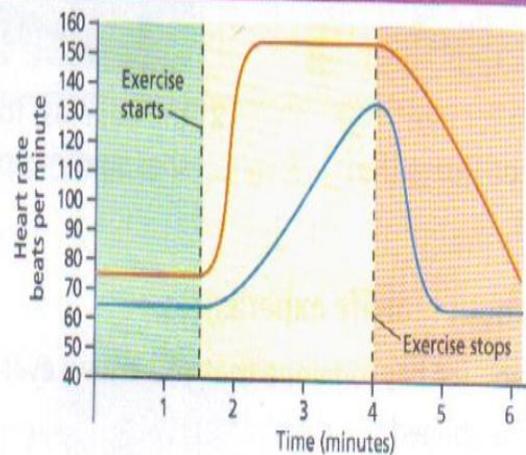
⭐ **1** a. Look at the graph in order to describe it.

b. Read the text to skim it.

⭐ **2** Read the text and answer

a. What will happened before the exercise if you are fit or unfit?

b. What will happened during the exercise if you are fit or unfit?

c. What will happened after the exercise if you are fit or unfit?

153

3   Put the following sentences in logical order.

-----During exercise, if you are un fit your heart rate goes up quickly and then you get out of breath   normal fast but if you are fit, you get out of breath more slowly and your heart rate goes up quickly.

------ Before exercise, if you are unfit your resting heart rate is probably about 70 beats per minute but if you are very fit, your resting heart rate is probably less.

-----After exercise, If you are un fit you can only get your breath back slowly and your heart rate comes down slowly to its normal resting rate but if you are fit, you can get your breath back more quickly and your heart rate comes down faster.

4   Look at the graph 2 and explain it according to Steve and Kate resting heart rate. Then, write a paragraph about the graph.

5   What do you prefer to be your resting heart rate fit or unfit? Why?

6   Complete the sentences:-

1-Your resting heart ----------- is probably less

2-You get out of breath more ----------& your ---------rate goes up less-------------

7   Punctuation

1-Fitnessandhealtyheartareveryimportant

2-Sometopatheteshaveaveryslowheartrate
----

8   Do experiment with your partner to know your heart rate. Then, draw a graph about your heart rate. After that, write a paragraph about your graph.

9   Who is better your resting heart or Kate resting heart ? If Kate is better than you What will you do to be your resting heart like Kate?

10   Read aloud

Lesson 5 (Writing Postcard)

On the Bosphorus

My new mobile
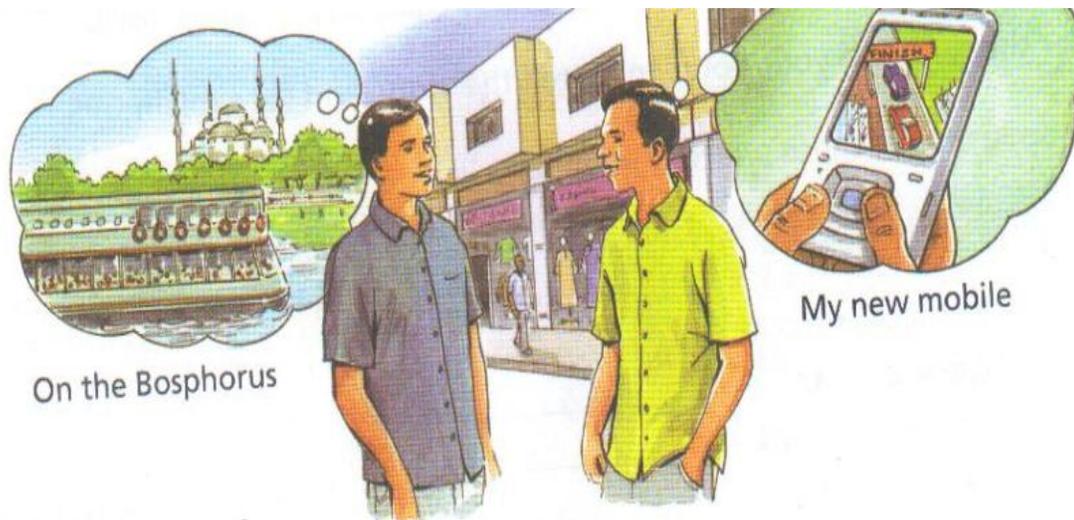
Tapescript

Tony	Hi, Omar!
Omar	Oh, hi, Tony! How are you?
Tony	Fine, thanks. And how have you been keeping?
Omar	Really well.
Tony	I haven't seen you for ages!
Omar	Oh, that's because I've been quite busy. I've been looking after my cousins from America.
Tony	Have you been doing anything interesting?
Omar	Well, yes, we've just been to Turkey. We got back last night.
Tony	Nice. What did you do there?
Omar	We stayed in Istanbul for a week, and then we travelled to the south of Turkey, and we stayed by the sea for two more weeks. It was great.
Tony	Did you do much sight-seeing in Istanbul?
Omar	Yes, we did. For example, we saw the Topkapi Palace and the Blue Mosque. We also went on a big boat trip along the Bosphorus.
Tony	The Bosphorus? What's that?
Omar	It's the water which separates Europe from Asia. It was good to see Istanbul from the water.
Tony	It sounds really good!
Omar	So, what have you been doing?
Tony	Oh, I haven't been doing anything very special. I've mainly been helping Dad at work.
Omar	Well, that sounds very interesting.
Tony	No, not very! But I have done one nice thing.

Omar	Oh, what's that?
Tony	I've bought the new SK57 mobile.
Omar	Wow! That really is something special you got it with you?
Tony	Yes, look. Here it is. I'm really pleased

1 Look at the picture to describe it.

2 Read the conversation in order to skim what Omar says to Tony about his visiting to Turkey?

3 Answer the following questions:-

a. How long time did they stay in Turkey?

b. What did they do?

c. What did Omar buy from Turkey?

4 Imagine you are in Istanbul. Draw some places you want to visit them.

5 Re- order the sentences:-

---------Earlier today, we saw the palace again- this time from a boat on the Bosporus.

--------For example we visited the famous Topkapi Palace yesterday.

--------we arrived in Istanbul last Saturday, and now we has been here for a week.

-------We have been very busy during the week, and we have been doing a lot of interesting things.

--------we got back from the boat trip two hours ago, and now for the last hour this

evening we have been getting ready for our journey south tomorrow.

<div align="center">Love of love
Yasmeen</div>

6 **Re- arrange:-**
1- saw-Topkapi- We- palace

2-have-doing-been-you-What?

----

7 **Punctuation**

tony:didyoudomuchsightseeinginistunbul
omaryeswedidforexamplewesawthetopkapipalaceandtgebluemosquewealsowentonabigboatt
ripalong thebosphorus

8 **Write a postcard about Yasmeen and Omar in Istanbul**

9 **Read aloud**

Section Two

(Lesson Plan)

Date: _____ **Grade 9**   **Unit 1**
lesson 1
Time : 90minutes

<u>Lesson 1</u>

Writing an email to Adnan and Yasmeen family telling them about their children flight to Gaza.

<u>**Objectives:-**</u>

By the end of this lesson Ss are expected to:-

1)Write an email by using ideas from the pictures and the text.

2)Read a text to get specific answers to many questions about the text.

3)Talk about situations from their experience to talk about their voice.

4) Use words related to topic.

5)Construct good sentences and read them

6)Take in their account the writing conventions

<u>Sources</u>:

S.B - text- pictures – objects (plane, watch) – coloured pencils – dictionary.

<u>**Warming up:**</u>

T. starts the lesson with giving the Ss sentence to re-arrange it.

Writes- an email- Yasmeen
Answer: Yasmeen writes an email.

T. checks the students' answers

<u>Activity1</u>

Books closed. T. informs Ss about the title of the writing lesson as she writes it on the board. Ss are requested to guess what are the main ideas on Yasmeen and Adnan flight to Gaza. Then, Ss open their books and look at pictures and in groups, relating them to the

title in order to guess what the main ideas are. After that and on the board, T. writes down the main ideas suggested by Ss

-The plane took off, landed at -

-Hours in the air

-Time differences

-What meals did they have?

-What did they do to fill the time? …etc

(interpersonal intelligence, intrapersonal intelligence, linguistic intelligence & visual spatial intelligence).

Activity 2

Students describe the pictures orally then Ss read the text silently to choose the most appropriate main ideas from the suggested list then they read the text quickly to check their answers. **(Linguistic intelligence).**

Activity 3

Read the text to answer questions. T. divides the class into two groups to answer these questions. Then, Ss vote for the best answer. Ss use tools related to their answers. **(Linguistic intelligence, intrapersonal intelligence and interpersonal intelligence).**
Answers: a) The plane landed at 1:30 p.m
b) The stewardesses looked after them.
c) They had three meals. They had dinner last night and then breakfast and lunch today.
d) Because, they in their way to Palestine and they did some things benefits in the plane.
e) Adnan played computer games and helped a passenger who had a broken arm to complete his landing card but Yasmeen read a book.

Activity 4

T. asks Ss to read the text to draw its content by using coloured pencils. Then, she collects sample pictures and hangs them on the board so each S talks about her picture. Then, students vote for the best they like (different answers are possible). **(Linguistic intelligence & visual spatial intelligence).**

Activity 5

Ss are requested to close their eyes to visualize a similar situation that took place in the airport. Then, they talk about this situation. T. gives key words such as foreign people, plane, happy, angry and important so that, Ss use them to write two sentences about this situation. **(Linguistic intelligence)** (Different answers are possible)

Activity 6

T. divides the class into two groups, and provides them with scrambled sentences about Yasmeen's email to her family. The group that sequences the sentences first wins and is granted a prize. T. goes around offering help as necessary. *Answers:6,2,3,1,4,5,7*
Ss have the freedom to move within a range that does not create noise and mess.
Then, Ss read out their answers, as T. checks the answers, and after that they write them in their notebooks.**(Logical mathematical, interpersonal intelligence).**

Activity 7

T. asks Ss to use their dictionaries to give equivalent words to these words interesting, landed and stewardess. **(Linguistic intelligence, Visual spatial intelligence, intrapersonal intelligence).**
Answers: Interesting= exciting
Landed= arrived
Stewardess= air hostess

Activity 8
T. asks students to re arrange sentences in groups.
T. gives Ss this exercise to enhance students' conventions
(Intrapersonal intelligence & spatial intelligence)

Answers: I played computer games.
Did you have a good flight?
Activity 9

T divides the class into four groups. Then, T. asks students to write an email to Adnan and Yasmeen in order to tell them about their children's flight to Gaza. **(Linguistic intelligence and intrapersonal intelligence)**

Activity 10
Ss read an email aloud. **(Linguistic intelligence & interpersonal intelligence).**

After students had finished writing their emails, T. asked a student from each group to read her email. During reading an email, Ss correct each others.
At the end, Ss vote to the best they like.

Date: _____ **Grade 9**   **Unit 2**

Lesson 2

Write a paragraph about Istanbul city

<u>Objectives:-</u>

By the end of this lesson Ss are expected to :-

1)Write a paragraph about Istanbul city.

2)Read a text about Istanbul to get ideas about it.

3)Talk about places in Istanbul and talk about their opinion about these places..

4) Use words related to topic and use different synonyms these words .

5) Construct good sentences and read them.

6)Take in account the writing conventions.

<u>Sources:</u>

SB- coloured pencils – pictures-Dictionary

<u>Warming up:</u>

T. asks Ss to re-write this sentence

Istunbulisabeautifulcity
Answer: Istanbul is a beautiful city.

<u>Activity 1</u>

Book closed. T. informs Ss about the title of the text a word as shown in the diagram on the board. She asks what do you find in the text**.(Linguistic intelligence, intrapersonal intelligence)**

Istanbul
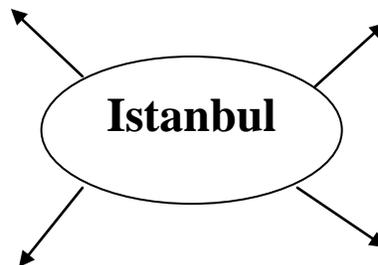
Books open Ss are asked to look at the picture and read the text quickly and silently to check their answers to the previous task. Before they say out their answers, they discuss them with each other**. (Visual spatial intelligence, linguistic intelligence & interpersonal intelligence)**

Answers: 1-Istunbul is a city in Turkey.

2-Istunbul is a beautiful city.

3-There are wonderful places in Istanbul such as Sultanahmet Park, Aya Sofya Church and Topkapi museum.

Activity 2

Ss are requested to read line 4 to 19 to list beautiful places in Istanbul then read from line 22 to 28 to talk about what did they find behind Topkapi museum (**Linguistic intelligence).**

Answers: 1- Sultanahmet Park, Aya Sofya Church and Topkapi museum.

2- Topkapi is a huge museum. Behind its high walls, there are lovely gardens and hundreds of beautiful rooms. These contain fantastic collections of pictures, maps, jewellery and many wonderful things.

Activity 3

T. divides the class into groups of four and provides them with sentences about Istanbul text. The group that sequences the sentences first win and is granted a prize. T. goes around offering help as necessary. Answer, 3,4,1,2,5 **(Logical mathematical intelligence & interpersonal intelligence).**

Ss have the freedom to move within a range that does not create noise and mess.
Then, Ss read out their answers, as T. checks the answers, and after that they write them in their notebooks.

Activity4

T. divides the class into groups of four and each group reads paragraph 4 from line 13 to 15 in order to imagine and describe it out on the board .From every group, one student talks about it . Then, students vote for the best they like (different answers are possible). **(Linguistic intelligence, interpersonal intelligence)**

Activity 5

Individually, Ss read paragraph 7 from line 22 to 28 . Then, they relax closing their eyes to visualize the information latent in it e.g. they imagine that they stand on the Topkapi museum they are asked to talk about this place and their experiences to any place like it.

Also, Ss asked to write sentences about it. T. checks Ss answers. (**Interpersonal intelligence, Linguistic intelligence**)

Activity6

Ss are requested to complete the sentences according to the text. (**Linguistic intelligence**)
Answers: greatest, lovely gardens, beautiful rooms.

Activity 7

Ss work together to look up word equal to these words building, famous, city, new, old, start and huge.(**interpersonal intelligence**).

Answers:-construction, well known, town, modern, ancient, begin, big.

Activity 8

Ss works in groups to Re-write the following conventions. (**Intrapersonal intelligence & Interpersonal intelligence**).

Answers: A. Excuase me!
              B. Yes, how can I help you?
              A. Did you know where the Blue Mosque is?
              B. Yes, in Istanbul
              A. What did you know about it?
              B. It is a mosque. It takes its name from the blue tiles that covers the wall inside.

Activity 9

T. divides the class into groups of four and asks every group to write a paragraph about Istanbul city (**Linguistic intelligence, Intrapersonal intelligence & Interpersonal intelligence**).

Activity 10

One student reads paragraph about Istanbul city aloud from every group. During reading paragraph about Istanbul city, Ss correct each others

Ss vote for the best they like. (**Linguistic intelligence, Interpersonal intelligence**).

Date: _____ **Grade 9**   **Unit 3**

Lesson 3

Writing a report (1)

Objectives:-

By the end of this lesson Ss are expected to:-

1) Write a report about Sami's progress.

2) Read conversation about Grandma's Visit to Kamal family to get ideas about it.

3) Talk about what they are doing in 7 days and talk about their opinion about the preparations.

4) Use words related to topic and use different synonyms of these words.

5) Construct good sentences and read them.

6) Take in their account the writing conventions.

Sources:

**SB- coloured pencils – pictures-Dictionary**

Warming up: Play the Bag Game: Learn Parts of Speech

What You Need:

- Eight brown paper lunch bags
- Stack of index cards
- Pen or pencil

What You Do:

1. Go over the eight most common parts of speech with your student:
o Noun: a naming word. It names a person, place, thing, idea, living creature, quality, or action. Examples: cowboy, theater, box, thought, tree, kindness, arrival
o Verb: describes an action (doing something) or a state (being something). Examples: walk, talk, think, believe, live, like, want
o Adjective: describes a noun. It tells you something about the noun. Examples: big, yellow, thin, amazing, beautiful, quick, important

o Adverb: usually describes a verb. It tells you how something is done. It may also tell you en or where something happened. Examples: slowly, intelligently, well, yesterday, tomorrow, here, everywhere

o Pronoun: used instead of a noun, to avoid repeating the noun. Examples: I, you, he, she, it, we, they

o Preposition: usually comes before a noun, pronoun or noun phrase. It joins the noun to some other part of the sentence. Examples: on, in, by, with, under, through, at

o Conjunction: joins two words, phrases or sentences together. Examples: but, so, and, because, or

o Interjection: an unusual kind of word, because it often stands alone. Interjections are words which express emotion or surprise, and they are usually followed by exclamation marks. Examples: Ouch!, Hello!, Hurray!, Oh no!, Ha!

2. Prepare for the game by labeling each of the eight brown bags a different part of speech. Then, on index cards, have your student help you think of and write down 10-20 words, any words will do, for each category. Write only one word on each index card.

3. Place the appropriate card in each bag that fits its part of speech.

4.Pick out one word from each bag and use those words to build a long sentence. Each word used correctly in context wins a point for the player; you play until all cards are used up, or until one player manages to use every single part of speech in one sentence. The first person who can use all the parts of speech wins immediately; otherwise, victory goes to the highest point-getter. Note: you may need to conjugate the verb tense and/or include articles, such as, "a", "the", "an" to make the sentence complete. Is this proving a little tough? Modify the game for your students by omitting some of the parts of speech at first, such as interjection, conjunction and/or pronoun. As your student gains mastery over this concept, slowly introduce the other parts of speech into the game.

5. After you've built a few sentences, reverse the game! Dump all the words onto the table, scramble them up, and correctly replace each word back into its corresponding parts of speech bag.

Activity 1

Books open. Ss look at the picture in order to describe it then read the text to skim what is the text about? (**Visual spatial intelligence & Linguistic intelligence).**

Answer: The text talks about planning to prepare a bedroom to Kamal family grandma because   she wants to visit them.

Activity 2

Ss look at box (1) and talk about it.(**visual spatial intelligence & Linguistic intelligence).**

Activity 3

T. asks students to read the conversation to scan what is going to happen in seven days time? Then list what is going to happen in seven days time? (**Linguistic intelligence & Logical mathematical intelligence)**

Activity 4

T. asks students to look at box (2) and clarify what things have made and what things have not made yet? **(Visual spatial intelligence and Linguistic intelligence)**

Activity 5

T. divides the class into groups of four and asks every group to imagine that your grandma wants to visit you. List what you want to prepare and put in her room. **(Interpersonal intelligence, logical mathematical intelligence, Visual spatial intelligence &Linguistic intelligence).**

Activity 6

T. asks students to draw a picture by using coloured pencils to their grandma room where they prepare it. T. collects sample pictures and hangs them on the board to go out to talk about their pictures. Then, Ss vote for the best they like. **(Visual spatial intelligence &Linguistic intelligence).**

Activity 7

Ss work together to search for words are equal to these vocabularies such as rug, grandma, fantastic in their dictionary. **(Interpersonal intelligence)**

Answers: carpet, grandmother, wonderful.

Activity 8

Ss work together to re write the following sentences **(Interpersonal intelligence & Intrapersonal intelligence).**

Answer: Fantastic! The curtains are up.

　　　　Grandmas' flight is going to land soon.
　　　　Good idea. First, we need to choose a new carpet

Activity 9

T. divides the class into groups of four and asks every group to write a report about Sami progress **(Linguistic intelligence & interpersonal intelligence).**

Activity 10

One student reads a report about Sami progress aloud from every group. During reading the report, Ss correct each other.
At the end, Ss vote to the best they like.**(Linguistic intelligence & logical mathematical intelligence).**

Date: _____ Grade 9   Unit 4

Lesson 4

Writing a report (2) (Healthy heart)

Objectives:-

At the end of this lesson Ss are expected to:-

1) Write a report about healthy heart according to the text.

2) Read Dr. Blake lecture about healthy heart to get ideas about the text.

3) Describe the diagram to add information and do experiment to talk about their voice.

4) Use words related to topic and use different synonyms of these words.

5) Construct good sentences and read them.

6) Take in their account the writing conventions.

Sources:

S.B –text- pictures –coloured pencils.

Warming up:

The Build-a-Word Card Game: Better than Go Fish!

What You Need:

- index cards
- pencils, markers, crayons or a combination of writing utensils

What You Do:

Make a set of "word cards." Give your students the following list of words:

life time cannot cross walk moon light anybody mean back ground bath room breakfast day dream down town up stairs some butter fly fire thing one else where base ball day up side no air plane bed time

Set it up. Ask your students to write each word on its own index card. Then have her lay the cards in a pile, word down, and shuffle the deck. Each player gets 5 cards. The rest of the pile goes in the middle.

The object of the game: Collect as many compound words as possible, by finding "pairs" of cards that go together to form a word. The player with the most pairs at the end, wins.

How to play. Starting with the first player, each player looks at her hand and asks another player for cards. For example, if a player had the word "any" in her hand, she might ask, "Jason, do you have cards that go with "any?" If the other player has any words that can be attached to "any" (for example, "body", "day", "where", or "time") to make a compound word, she hands them over.

If a player gets the card(s) she asks for, it's still her turn. She can ask for something else, for example, "Mom, do you have any cards that go with "cross?" But if a player asks for a card that her opponent doesn't have, she's told, "Go Build!" She must pick up the top card in the middle pile. If it's something she can make a compound word with, using one of the cards in her hand, she shows the pair and her turn goes on. Otherwise, her turn ends.

Play continues like this. Each time a player finds a compound word match, she shows the other players, then lays it beside her in a pile. Whoever had the most compound word pairs in the end wins.

Want to check your work? There are many possible answers, but here are some words that were originally used for the list above:

Life time cannot crosswalk moonlight anybody mean time somebody butterfly firefly something someone elsewhere baseball today upside nowhere background breakfast daybreak daydream downtown upstairs bedtime airplane

Of course, there are thousands of compound words in the English language. So don't limit yourself to this list! Brainstorm as many as you'd like to add to the deck. And let your kid in on the challenge!

Activity 1

Books open. Ss look at the graph in order to describe it then read the text to skim the main ideas(**Visual spatial intelligence & Linguistic intelligence**)

Activity 2

T. divides the class to group of four. Ss read the text to Dr. Blake to skim the main ideas about healthy heart. Then Ss answer questions related to the text**.(Linguistic intelligence & interpersonal intelligence**)

Activity 3

T. divides the class in to group of four and provides them with sentences about the text. The group sequences the sentences first win and is granted a prize. T. goes around offering help as necessary. Answer, 2,1,3 **(Logical mathematical intelligence & interpersonal intelligence).**

Ss have the freedom to move within a range that does not create noise and mess.
Then, Ss read out their answers, as T. checks the answers, and after that they write them in their notebooks.
After that, T. asks Ss to write a paragraph about the text. T. allows to Ss to read their paragraph.**(Linguistic intelligence & interpersonal intelligence)**

Activity 4

T. asks Ss to look at the diagram 2 to talk about it. **(Visual spatial intelligence & linguistic intelligence).**

Activity 5

T. asks Ss to talk about their point of view about the state that they like to be their heart fit.**(Intra personal intelligence & linguistic intelligence).**

Activity 6

T. asks to complete the sentences according to the text. **(Intra personal intelligence**)
Answers: rate, slowly, heart, quickly.

Activity 7

Ss works in groups to re write the sentences (Punctuation**).(Visual spatial intelligence & interpersonal intelligence).Answers: 1-**Fitness and healthy heart are very important.
                                    2-Some top athletes have a very slow heart rate.

Activity 8

T. asks Ss to do the same exercise. To write a paragraph about their experiment.**(Logical mathematical intelligence & linguistic intelligence)**

Activity 9

T. asks Ss to combine the three paragraphs and then Ss read the report aloud.. During the report, Ss correct each others. At the end, Ss vote to the best they like.
Logical mathematical intelligence, linguistic intelligence & interpersonal intelligence).

Date: _____ Grade 9   Unit 5

Lesson 5

Writing a Postcard

Objectives:-

By the end of this lesson Ss are expected to:-

1) Write a postcard about Yasmeen and Omer in Istanbul

2) Read conversation about Yasmeen and Omer in Istanbul to get ideas about it.

3) Talk about what they are doing in Istanbul and talk about their opinion about the journey.

4) Use words related to topic and use different words.

5) Construct good sentences and read them.

6)Take in their account the writing conventions.

Sources:

S.B –text- pictures -coloured pencils .

Warming up:

Game : Give Ss letters to make words. (P, O, T, C, A, S, R, D, I, N, B,U,L)

Activity 1

Books open. T. asks Ss to look at the pictures to describe what are the pictures about?

(Visual spatial intelligence & Linguistic intelligence)

Activity 2

T. asks Ss to read the conversation to tell what Omar says to Tony about his visiting to Turkey?(**Linguistic intelligence)**

Activity 3

T. asks Ss questions about Omar visiting to Turkey. Ss answer according to the conversation. **(Linguistic intelligence)**

Activity 4

T. asks Ss to close their eyes and imagine 3 Places in Istanbul they prefer to visit and draw these places. Then, tell why do they choose these places? **(Visual spatial intelligence & Linguistic intelligence)**

Activity 5

T. divides the class into two groups, and provides them with scrambled sentences about Yasmeen and Omer in Istanbul .The group that sequences the sentences first wins and is granted a prize. T. goes around offering help as necessary. *Answers:4,3,1,2,5.*

Ss have the freedom to move within a range that does not create noise and mess.
Then, Ss read out their answers, as T. checks the answers, and after that they write them in their notebooks**.(Logical mathematical, interpersonal intelligence).**

Activity 6

Individually, Ss are requested to re arrange the sentences**.(Intrapersonal intelligence**)

Answer: 1) We saw Topkapi Palace.
        2) What have you been doing?

Activity 7

T. divides Ss into groups of four and asks students to make punctuation. The group finished first wins and grants a prize.**(Intrapersonal intelligence & Interpersonal intelligence)**

Answer: Tony: Did you do much sightseeing in Istanbul?
        Omar: yes, we did for example; we saw the Topkapi palace and Blue Mosque. We
         also went on a big boat trip along the bosphorus.

Activity 8

T. divides the class into groups of four and asks every group to write a postcard about Yasmeen and Omer in Istanbul. **(Linguistic intelligence & interpersonal intelligence).**

Activity 9

One student read a postcard about Yasmeen and Omer in Istanbul aloud from every group.
During reading the post card, Ss correct each others.
At the end, Ss vote to the best they like. **(Linguistic intelligence & interpersonal intelligence).**

Appendix (6)

Formative Evaluation Quizzes
Quiz One

Name:.. **Class**………………………………………

Write an email to Soha and Ahmed Family. Tell their family about their son and daughter flight from London to Gaza by using the flight information on the table.

From	London
To	Gaza
Took off	7.00 am
Landed	10.00 am
Hours on plane	4 hours
Looked at	Stewardess- Air hostess
During the flight	Soha read magazine and watched TV Ahmed read a story and Played computer games.
Their feeling	Lovely to be in Gaza

Dear --------------------------,

Hello! This is to say that Soha and Ahmed --

Best regards,

Name:... **Class……………………………**

Write about Jerusalem city by using the picture and the phrases below.

| The Dome of the Rock is a good place to start your tour of   Jerusalem |

| When you leave, go back across the city, past your starting point, to a much older building, Church of the Holy Sepulchre |

| Inside, be sure to look at the wonderful tiles. |

| As you go, look up at many minarets and seven doors of this famous example of Islamic Architecture. |

| From here, turn south and walk to the famous Al Aqsa mosque. |

Quiz Three

Name:…………………………… Class………………………………….

Make a list of four things – two that you have now done (/) and not done (x) Note when you did/ are going to do each thing.

Job	(/ x)	When
--------------------------------------	-------	-----------------
--------------------------------------	--------	-----------------
--------------------------------------	--------	-----------------
--------------------------------------	-----------	------------------

Write your report.

I have done two of the things on my list, but I have not done every thing. ----------------------
----

Quiz Four

Name:... Class……………………………….

Write paragraph 1 about the healthy experiment

a. **Use the graph**
b. **Start your three step in the paragraph**
- **Before the exercise,**
- **Then, during the exercise,**
- **After exercise,**

The graph shows the results of the experiment with Steve and Kate. Before exercise, Steve's resting heart rate was ---------beats per minute but Kate's ---

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---.

Quiz Five

Name:..**Class………………………….**

Write a post card to your mother telling her about your journey to Hebron. Use the information below:-

Arrived	Last Monday
Spending	3 days
Visiting	Al- Ibrahimi Mosque
Enjoying	Seeing splendid piece of Islamic Architecture

Dear Mum,

Hello! Mum. I arrived in Hebron last Monday.---

I will write to you again from here

With lots of love